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ABSTRACT

The report contains instructional materials designed for junior high, senior high school, and for a community program for work experience. The section formulated by career education personnel and the third party evaluator contains the master plan and the goals and objectives for grades 7-9. Another section presents curricula materials produced by teachers to be integrated into existing subject areas in grades 7-9. There is a sample of first-year materials for Careers Unlimited unit (Communication and Entertainment) with activities; a sample of directions to the staff and an evaluation; sample materials for grade 7 (60 pages of subject-oriented activity and resource sheets); addendum to the seventh and eighth grade introduction booklet; a 25-page booklet sample for grade 9; cluster activity sheets; and an interests survey, a cluster interest survey, and a satisfying need through work checklist. The two-year experimental and the finalized employability orientation programs for high school are presented. The six units cover: job informational sources; mechanics of getting a job; wages, deductions, and fringe benefits; labor standards and legal rights; successful job performance (attitudes and responsibilities); and future counseling. A sample resource list, cluster descriptions, and a description of the school-work-alternate program complete the document. (JB)

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FINAL REPORT

GUIDED OCCUPATIONAL ORIENTATION TRAINING AND JOB PLACEMENT PROGRAM

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SECONDARY PROGRAM

VOLUME IV

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GUIDED OCCUPATIONAL ORIENTATION PROGRAM

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
CONDUCTED UNDER
PART D OF PUBLIC LAW 90-576

VOLUME IV

Mr. Hans Lang, Director
Syracuse City School District
409 West Genesee Street
Syracuse, New York 13202

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VOLUME IV

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Goals and Objectives Designed by Career Education Personnel and Third Party Evaluator

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A

MASTER PLAN

GUIDED OCCUPATIONAL ORIENTATION PROGRAM

LEVEL I

Emphasis: Awareness

Goal: Increase the awareness of students of the World of Work and its composition

LEVEL II

Emphasis: Orientation and Exploration

Goal: Increase the orientation of junior high school students and begin exploration of work opportunities and necessary preparations

LEVEL III

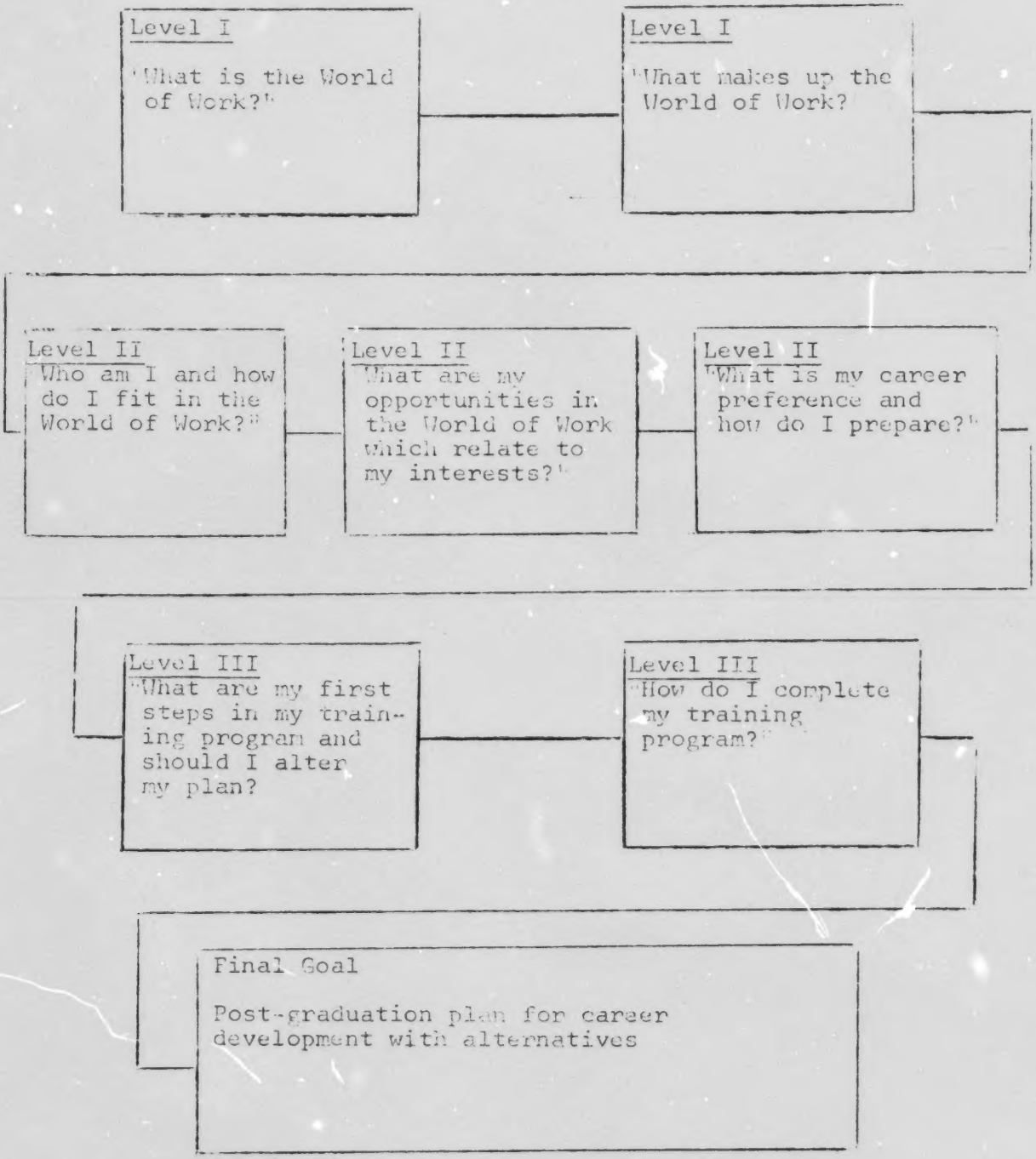
Emphasis: Career Training and Job Placement

Goal: Enable individualized career preparation and implementation of career plan

VARIABLES BY LEVEL AND GOALS

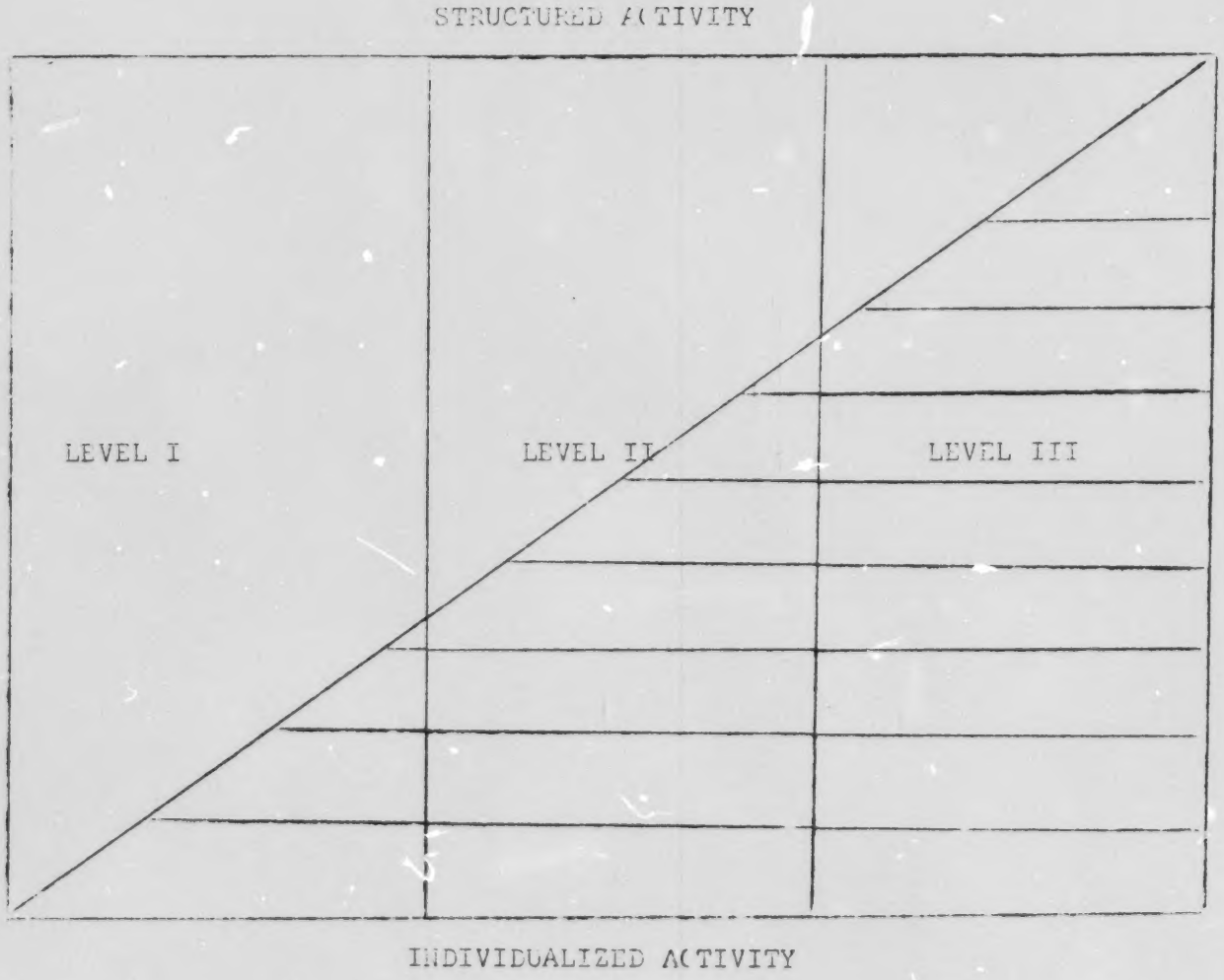
Level I Awareness of World of Work	Level I a. Awareness of makeup of World of Work b. Attitude about World of Work c. Awareness of manipulative skills used in occupations
Level II a. Exploration of self-interests, abilities, values and needs b. Exploration of economic system c. Exploration of opportunities in working world	Level II a. Amount of exploration of career clusters b. Exploration of components of career planning
Level II Completion of a career plan	Level III a. Initial implementation of career plan b. Mid-year assessment c. End of year direction
Level III a. Definite decisions for two years of education b. Continuation of career education plan	Level III a. Development of final decisions about post-graduate action b. Placement c. Options for career as related to interest and skills

MATRICULATION SEQUENCE
(Student Goals)


Level I
"What is the World of Work?"
Level I
"What makes up the World of Work?
Level II
"Who am I and how do I fit in the World of Work?"
Level II
"What are my opportunities in the World of Work which relate to my interests?"
Level II
"What is my career preference and how do I prepare?"
Level III
"What are my first steps in my training program and should I alter my plan?
Level III
"How do I complete my training program?"
Final Goal
Post-graduation plan for career development with alternatives

INSTRUCTIONAL METHOD

JUNIOR HIGH SCHOOL



GUIDED OCCUPATIONAL ORIENTATION PROGRAM

7TH GRADE - GOALS AND OBJECTIVES

Who am I and how do I fit into the world of work?

Who am I?

1. The student will participate in the Careers Program and the explanation of its purpose
   A. The student will develop an understanding of the progression of G.O.O.P., grades 7-12

2. The student will explore the concept of careers and why he should concern himself with it.
   A. The student will distinguish between the definition of "job" and "career".
   B. After making a class list of different types of jobs, the student will break these jobs down into three areas:
      1. working with people
      2. working with things
      3. working with data
   C. The student will forecast the job market for future years.
   D. The student will identify choices that have to be made in career education.

3. The student will investigate research, and examine the ways in which his education can prepare him for a career.
   A. The student will define the meaning of a "skill".
   B. The student will identify "skills" acquired in school, work, and community.
   C. The student will identify skills needed for given jobs.
   D. Given a course of study, the student will identify skills that he will be acquiring in the seventh grade.
   E. The student will identify skills that he needs to acquire for a given job.
   F. The student will recognize the necessity of having a saleable skill prior to leaving school.

4. The student will assess his interests abilities, and needs.
   A. Given an instrument, the student will assess his interests.
   B. Given an explanation of needs the student will identify his needs.
   C. The student will develop an inventory of his skills interests and needs.

How might I fit into the world of work?

5. The student will demonstrate interest in the structure of the world of work and his personal involvement in it.
   A. The student will know the difference between the public and private sector of employment.
   B. The student will understand the difference between an employee and employer.
   C. The student will identify characteristics of employers.
   D. The student will identify characteristics of employees.

6. The student will recognize that the world of work is made up of a series of job possibilities.
   A. The student will demonstrate how his interests, abilities, and needs relate to each or any of job possibilities.

GUIDED OCCUPATIONAL ORIENTATION PROGRAM

8TH GRADE - GOALS AND OBJECTIVES

What are my opportunities in the world of work which relate to my interests, abilities, and needs?

1. The student will develop a process whereby he relates his interests, needs, and abilities to career choices and develops a method to investigate many career choices.
   A. The student will evaluate or re-evaluate interests, abilities, and needs as related to a career selection.
   B. The student will identify and use available tools in job selection.
   C. The student will develop criteria such as people, data, and things to investigate job choices.
   D. The student will demonstrate how he will support himself until reaching his career goals--including a saleable skill at his high school graduation.
   E. The student will list a sequence of steps for future job and/or career selection. The list should include previous objectives:
      1. relating interests, abilities, and needs to job choice
      2. using criteria in evaluating prospective jobs
      3. using available tools of job selection
      4. determining a saleable skill

2. The student will demonstrate that he has many career choices.
   A. The student will distinguish why (how) jobs are grouped in job clusters.
   B. The student will investigate what skills are required for the jobs in the cluster.
   C. The student will be aware of the progression of jobs within the job cluster.

3. The student will see the importance of what he is learning as it relates to job selection.
   A. The student will participate in activities in a given subject that relates to job clusters.

4. The student will investigate tentative career selections made in clusters.
   A. The student will determine characteristics of jobs.
   B. The student will relate preparation and requirements needed to job choice.

5. The student will demonstrate that he can change his career selection as his interests, abilities, or needs change.
   A. The student will show how skills needed in one cluster can be applied to other clusters.
   B. The student will develop tentative lifetime careers.
   C. The student will forecast the retraining additional skills and continual education necessary to maintain or change his jobs.

GUIDED OCCUPATIONAL ORIENTATION PROGRAM

9TH GRADE - GOALS AND OBJECTIVES

1. The student will made a self-evaluation.

   A. The student will evaluate or re-evaluate his interests, abilities, and needs as related to a career selection.

2. The student will identify different methods of job categorizations as they relate to curriculum.

   A. The student will explore job categories by people, data, ideas, things.

   B. The student will explore job categories by interest areas.

   C. The student will explore job categories by clusters.

3. The student will explore available opportunities for a proper job selection.

   A. The student will identify and use available tools in job selection.

   B. The student will be exposed to career oriented school and work opportunities.

   C. The student will demonstrate how he will support himself until reaching his career goals, including a saleable skill at high school graduation.

4. The student will develop a process from what he has acquired in career education to investigate and select high school plans.

   A. The student will list his interests.

   B. The student will list the categories of work that appeal to him.

   C. The student will explore the opportunities that are available in finding out and preparing for jobs.

   D. The student will list saleable skills.

   E. The student will write out tentative future plans for the tenth grade and other segments of the future he is interested in.

Junior High Career Education Integrated Curricula

1. Sample of first year materials - Careers Unlimited
2. Sample of Directions to Staff
3. Sample materials produced for Seventh (7th) Grade (Goals 1-3)
4. Addendum to Seventh (7th) and Eighth (8th) Grade Introduction Booklet
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B

B. Junior High Career Education Integrated Curricula

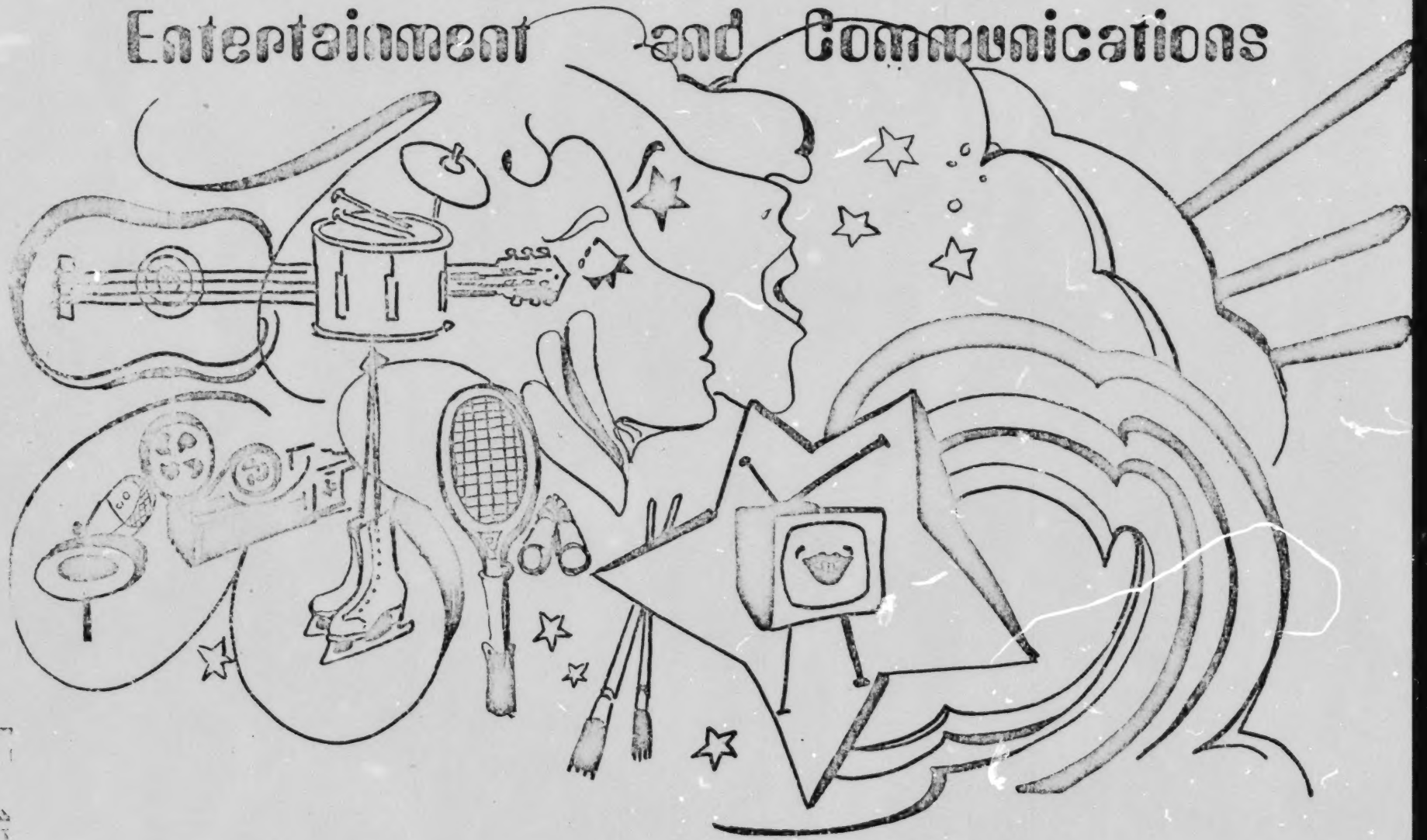
The following pages are a chronological example of the curricula materials produced by teachers to be integrated into existing subject areas in the seventh (7th), eighth (8th), and ninth (9th) grades.

The activities for the junior high program were more easily developed after general goals (missions) were developed (see Appendix IV-A). The first step for the writing team was to break down the general goal into more specific goals and objectives. All goals and objectives were written as behavioral (performance) objectives in order that activities could flow from them. The activities were functions already being done by teachers and integrated into a formal career education curricula. This process covered a three year period. (Relevant Procedures - Nos. 15, 18, 19, 34, 35, 36).

All following materials are located at the Guided Occupational Orientation Program, Syracuse City School District, Syracuse, New York 13202.

CAREERS UNLIMITED

Entertainment and Communications



ENGLISH SOCIAL STUDIES MATHEMATICS SCIENCE

Entertainment and Communications - Social Studies

Introduction

The entertainment and communications field has many opportunities available. After examining the various occupations within the field you will find social studies will help you decide on a future job. This section will deal with the social problem of jobs with the job family, how the job has changed, and the future of jobs within the field.

Your teacher will be helpful in your deciding upon activities, objectives, and aiding you in your studies. Please feel free to talk to people around who have experienced the various jobs

Communications and Entertainment
-Social Studies-

Show the various steps one needs to take to progress in an entertainment or communications career.

a. Select one major communications and entertainment field that would be of interest. If possible, talk to the personnel manager in one of the local radio or T.V. stations and get a list of the various opportunities.

b. Go to a business and interview a worker asking him various questions about his job. Ask questions about the various opportunities for advancement within the field.

c. Go to the Union Hall asking the union leader about job opportunities and job advancement.

d. Using the sample job ladder, draw a job ladder for this specific field. Begin with the people at the top, (owner or manager) and end with the people in the lower rated jobs.

e. Using some of the books available, select some jobs in the communications and entertainment fields and list the things involved with the maintenance of each job.

f. Check with one of the areas which interest you, and check for the possibility of a summer job.

Show how society's views affect various occupations within the area of communications and entertainment.

a. Interview a fellow student or people downtown for their views on the status of various jobs.

b. Check with employees asking them how they view the status of their jobs. (See Wall Street Journal article in supplement.)

c. List reasons why status is/isn't important to you.

d. List the salaries of 10 jobs. Do the salaries always go up with status?

e. Make a list of jobs and explain how your view of their status has changed as you have grown older.

Communications and Entertainment

Show the reasons why the entertainment and communications field acts as a service and disservice to society.

a. List all the clubs and activities that are in your school involving entertainment and communications.

b. List the ways your teacher uses communications and entertainment in the lessons.

c. List ways your school day is more interesting through use of communications and entertainment.

d. List ways that have not been tried in your class which could make the lessons more interesting. How many of these new methods include communications and entertainment? Why did some of the answers include communications and entertainment.

e. Create a bulletin board showing the favorite, new or special T.V. shows.

f. Create a bulletin board or folder from magazines showing the various professional sports played today.

g. Create a bulletin board or folder showing 10 creative and informative advertisements.

h. Create a bulletin board or folder. Show ten advertisements that tend to mislead the customer.

i. Watch T.V. or listen to the radio, giving a list and description of the more creative and truly informative advertisements.

j. Watch T.V. or listen to radio giving a list and description of the advertisements, which tended to be uninformative and would mislead the consumer.

k. Listen to advertisements on radio and T.V. How many use musicians and how many don't.

l. Go to a public ceremony and state the various forms of media used in ceremony.

Communications and Entertainment

Service and disservice to society
(continued)

m. Create a series of your own advertisements for radio and T.V., newspaper or magazine. Make some informative and others misleading.

n. Have a talent show including the various talents available in the class. Some might take care of the organizing, advertising , borrow the T.V. video system (special projects) and put it on tape.

o. List the various ways entertainment has made our lives easier (harder) and more enjoyable.

p. List the ways communication has made our lives easier (harder) and more enjoyable.

q. Explain the various times when you have had too much of communication and entertainment.

r. List all the communication material(s) used in any one day.

s. List all the entertainment you see during one week.

t. List all the entertainment you are involved in during a week.

Communications and Entertainment

Show an understanding of the various roles government will play in the area of entertainment and communication.

a. Write to the Federal Communications Commission, Washington, D.C., and ask about the license you would need to work at a specific job in radio or T.V.

b. Go to a local T.V. or radio station asking the rules they must follow to keep their licenses. (Make sure to ask about the [illegible]g and public service advertisements.)

c. Write to the Federal Communications Commission about when the licenses of one of the local T.V. or radio stations expires. Give your opinion as to whether you think the station license should be renewed.

d. Clip articles about the transfer of licenses of T.V. and radio stations.

e. Research the transfer of ownership of WONO in Syracuse. (see article in Salt Magazine)

f. Explain after writing to, or talking to stations, the government's views of T.V. and radio ownership by the same corporation with the same city.

g. Check with the payroll department of a communications or entertainment business, and ask about the various reports they must keep for the government.

h. Select a sport of interest and find out the various rules the government might put on the sport.

i. Research and explain how the government regulates the race tracks in New York State.

j. Check into the city and state budgets, and try to find various ways the government aids the arts. (see supplement)

k. Debate whether the government should support the arts or the arts should support themselves.

l. Debate the issue of whether the government rather than the advertising industry should set standards. (Generally the government has left the advertising industry alone.)

m. Check with the Everson Museum and ask about the various types of aid they get from government.

Communications and Entertainment

Show who would pay for the pay increases to those in the communications and entertainment fields.

a. Select three areas in the field of communication or entertainment of interest. Explain who would pay for various pay raises for workers. (Would the consumer directly pay for the wage increases, considering advertising.

b. Role play a union meeting in communications or entertainment. Discuss the wages and fringe benefits desired. Discuss the effects this would have upon employment in the field.

c. Find a movie that lost money. Was one of the reasons due to the high wages paid?

d. Study and research the Hollywood movie industry. Why are movies being produced in other countries and United States studios being closed?

e. Make a list of magazines that have stopped publication due to an inability to make a profit.

f. Study and research the newspaper industry. Why do so many large cities have so few newspapers? (see Readers' Guide for articles on the matter.)

Communications and Entertainment

Show how changes in peoples life style and various new forms of media entertainment and communications offer new and changing career opportunities.

a. Research the history of a sport.

b. Research the history of radio (T.V.) programming. Look at old newspapers (microfilm, Syracuse University or Public Library) for a listing of programs of 10 to 20 years ago.

c. Select a position in communications or entertainment and trace its history. Explain how it has changed and its future.

d. Check with local unions and employers asking about various changes they expect in the future.

e. Check with the newspapers, magazines, college catalogues, Guidance Counselors, teachers, yellow pages, friends,and parents to gain a list of various ways to train for a particular field.

Show how a local area will affect job opportunities for work in communications and entertainment.

a. List 5 new facts about your community using the Herald Journal and the Post Standard.

b. Make a list from the Help Wanted ad of 8 jobs available in the Syracuse area.

c. List names of Employment Agencies (private and government).

d. Make a list of the services employment agencies offer.

e. Make a checklist of the various aspects of the Syracuse Community which should be considered before taking a job (see teacher guide for ideas).

f. Contact various Government agencies, Federal, State and/or local for the latest survey of job opportunities in the Syracuse area. (Take 8 different jobs that interest you.)

g. Create a survey and talk to various businessmen to discover job opportunities in an area of interest.

h. Put together a booklet with community and job survey from above for others to see.

i. Write to several Chambers of Commerce in several cities asking for information about their cities. How reliable is this information? Who else could you check with?

Communications and Entertainment

(job opportunities continued)

j. Prepare a checklist of ideal conditions for communications or entertainment workers to have constant job opportunities.

k. Compare different unemployment rates in communications and entertainment by the state. (Check with U.S. Dept of Labor)

Show an understanding of the various possible changes in the entertainment and communications area in the future.

a. Check with recent magazines and newspapers for trends toward the 4 day week. What type of affects will this have upon the area of interest.

b. Check in local stores for new products which will affect the industry,eg. video home recorders.

c. How would new products have an affect on job opportunities?

d. Draw up a typical week's schedule and show all the times communication and entertainment will be included in the life style.

e. Compare a person's exposure to communication and entertainment today with a person 10, 20, 30, etc. years ago.

f. Do research showing how workers' conditions have changed from the past to the present.

Show how various population shifts have changed the opportunities in communications and entertainment.

a. Draw graphs on poster board showing the percentages of people living in urban versus rural areas in 10 year groups. (see history texts, U.S. Census, World Almanac, or Information Please.)

b. Check periodicals from 1970-71 and explain how the U.S. census shows the trends in population shifts.

c. Debate the advantages versus the disadvantages of the communications and entertainment industry locating in rural, urban or suburban areas. (three or six people needed)

d. Explain job opportunities and how they expand and contract depending upon the population density.

Communications and Entertainment

Show an understanding of the roles wages play in the field of communications and entertainment.

a. Select a few specific jobs in the entertainment and communications field. List the salaries.

b. Select a few specific jobs in the area of communications and entertainment giving a typical family budget for each job.

c. Select a job in communications and entertainment giving the salary. Select 10 items a worker would buy. Draw a bar graph showing how much working time it would require a worker to pay for each item.

d. Talk to employees, and write to employers associations or talk to unions, or talk to employers, and list various fringe benefits available to employees in specific jobs.

e. Make a list of various jobs. List the jobs with the best paying jobs at the top, to the lowest paying jobs at the bottom.

f. Compare a job paying $2.00 an hour with free medical benefits and free lunch with another job paying $2.40 an hour with no benefits. Explain which job would "pay" you more and why.

g. Talk to and write to various places. List the various costs in maintaining a particular job.

h. Explain whether the job is more important than the salary. Can there be a balance between the two.

i. Role-play a negotiation session between the union (or an employee) and the owner on wages and fringe benefits.

Communications and Entertainment

Show an understanding of the various things needed to get along with your fellow employees and employer.

a. Talk to a teacher(s) and other workers in your school asking what they do to get along with fellow workers.

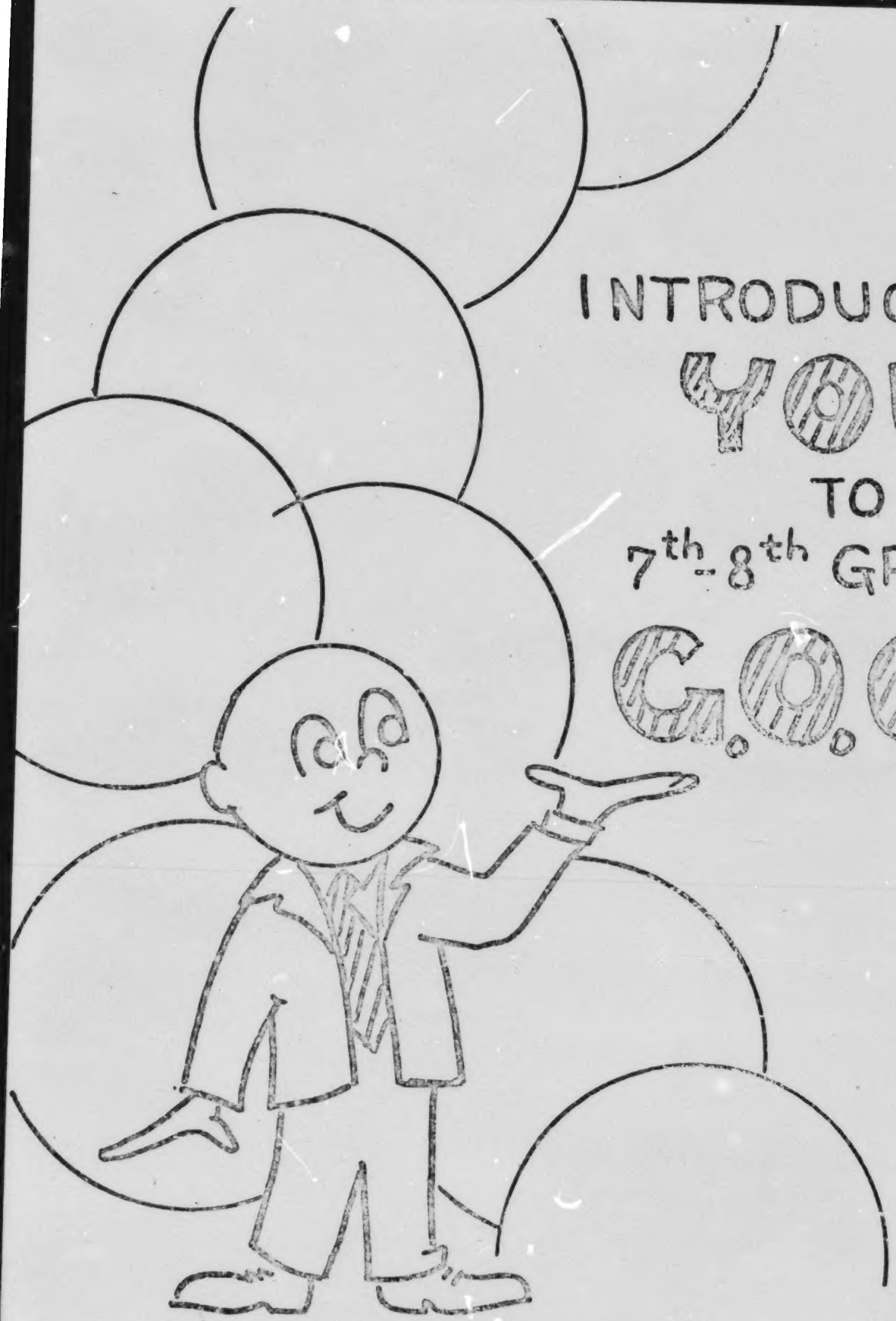
b. Interview workers in a given job asking what is needed to get along with fellow workers.

c. Check with unions to find out the social functions they serve.

d. Go to a local bowling alley, and check to see which local work groups have leagues there.

e. List various ways a new worker should try to include himself in the new job.

f. Role-play the various situations a new employee will be involved with during his first week of employment.



INTRODUCING

YOU

TO

7th-8th GRADE

C.O.O.P.

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To Junior High School Personnel:

This booklet is intended as an introduction to the new Guided Occupational Orientation Program for 7th and 8th Grades.

In the booklet are separate sections written for the principal, guidance counselor, junior high English, social studies, science, and mathematics teachers.

Reading through the booklet should provide the reader with a general understanding of the program's operation. Specific sections are intended to introduce the roles of the key individuals--counselors, teachers, and principals--in the program's operation.

Those of us who prepared materials for the kits firmly believe in and recognize the need for occupational education, and we sincerely hope that our colleagues throughout the District will share our feelings.

Hopefully, the materials prepared and presented will be helpful to the school staff. Importantly, they are all suggested--the results of our own classroom experience. Our major goal is to help Syracuse's students begin serious thinking and planning toward their eventual place in the world of work. Any instruction and help which furthers this goal has its place within the program.

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KEY CONCEPTS IN CAREER EDUCATION

Fundamental to the Guided Occupational Orientation Program is the understanding of three key concepts-- career, career education, and occupational clusters.

A career is a personally satisfying succession of productive activities hinged together over a lifetime and generally leading toward greater satisfaction and contribution. Therefore, career education is preparation for all meaningful and productive activity, at work or at leisure, whether paid or volunteer, as employer or employee, in private business or in the public sector, or in the family. The key words are "productivity and "achievement.

Central to the career education concept is recognition that success in working life involves good mental and physical health, human relations skills, a commitment to honest work as the source of income, and a willingness to accept the discipline of the work-place and to be motivated toward achievement in the work setting. It also requires all of the basic skills of communication and computation and a basic familiarity with the concepts of science and technology as well as a saleable skill in demand in the job market.

Career education is a total concept which should permeate all education, giving a new emphasis to the objective of successful preparation for and development of a lifelong, productive career. Yet it must in noway conflict with other important education objectives. Its beneficiaries can still become good citizens, parents, and cultivated and self-aware human beings because career success can augment all other sound education.

Career education should become part of the student's curriculum from the moment he enters school. It relates reading, writing, and arithmetic to the varied ways in which adults live and earn a living. As the student progresses through school, the skills, knowledge, and above all the attitudes necessary for every student are stressed. This stress is phased into every subject for every student, not just in separate classes designed for those who are "going to work."

Career education replaces the continued postponement of consideration of career goals with encouragement of the choice of tentative goals which can be changed whenever necessary but which serve both to motivate learning and to foster maturity of purpose. It denies to the school any monopoly as a learning environment, yet gives the school a key role in identifying the learning environments which can further the career goal.

3

"Career clusters," a concept developed by the U.S. Office of Education, has a very restricted meaning when clearly defined. Briefly, the cluster is the total collection of jobs or occupations which, working together, provide a major service needed by individuals, communities, or the nation. All the occupations and people needed to provide one function are grouped together into one cluster.

Example:

A sample cluster might be "transportation." Grouped into this heading are all those jobs and occupations which, together, provide the transportation network and functions of the nation. - The cluster would include traffic engineers, bus drivers, ticket agents, maintenance personnel, railroad engineers, shipping clerks, airlines pilots, stewardesses, and any office personnel working for transportaton firms.

Within the cluster are located individual jobs--the work performed by any one person within the cluster. A job, thus, is the individual's specialized work contributing to the cluster within which he works.

TO THE PRINCIPAL:

GUIDED OCCUPATIONAL ORIENTATION

The Guided Occupational Orientation Program now has materials prepared for all three junior high school grades--7,8, & 9--in all four academic areas, English Social Studies, Science, and Mathematics. Details on these parts of the program are located in separate sections of this packet. This introduction seeks to supply information you may need in coordinating your schoo
school's program.

CURRICULUM OVERVIEW

Materials have been prepared so that teachers may use them in many different ways. There is no single curriculum guide, but rather a set of activities, resources, and objectives which can be adapted by individual teachers in a variety of ways. Introductions written for English, social studies, science, and math teachers give more specific information.

CURRICULUM Kits

The materials prepared for classroom use are collected in kits, which have been distributed to schools. Though materials vary from subject to subject, they all follow a central format:

1. List of Objectives and goals for the program:
2. Suggested Activities for pursuing selected objectives
3. Resources to help teachers develop activities.

Replacements for materials in kits, additional copies of some items, are available through the project office, Levy School, (Ext. 353).

PROJECT PERSONNEL

Project Director - Richard Bannigan, Levy School, Ext. 353
Occupational Resource Specialists -

Robert Brown - Ext. 353
Ronald Cocciole - Ext. 353
Merilee Fossaceca - Ext. 353
Fran Traynor - Ext. 353

COUNSELOR'S ROLE

Counselors are in integral part of Guided Occupational Orientation. A detailed description of their roles is included in this packet. Generally, principals should encourage counselors to acquaint themselves with the program and to act as consultants to classroom teachers throughout.

TIME REQUIREMENTS

Materials have been provided each teacher for approximately 40 class periods during each school year. Time requirements, however, are flexible, and no-one expects to enforce them rigidly. Our aim is to give students a good program, whatever time that takes. In the seventh and eighth grades, all four academic teachers evenly contribute to the program. In the ninth grade, we are asking that one teacher be designated "advisor" to each student; this teacher will work most closely with the student and will be the individual responsible for granting credit. The advising teacher will also call on other teachers to work with certain students.

CREDIT

Grades 7 & 8 - No formal credit is granted, though teachers are asked to reflect the student's career education work in his last report period for the year. Details should be worked out in schools.

Grade 9 - Students may earn 1 unit credit for Guided Occupational Orientation. Credit will be granted by each student's "advising teacher," who may consult with other faculty members about particular students.

IMPLEMENTATION WORKSHOPS

Guided Occupational Orientation starts at a different date in each junior high school. Richard Bannigan, Project Director, will find suitable dates by consulting principals. While the principals are formally responsible for implementation of the program in schools, project personnel will conduct orientation sessions, necessary workshops, and will help principals in meeting with school faculties to start to operate the program.

WRITING TEAM

Each junior high school was represented by one faculty member ons the summer writing team project. This member will have some coordinating responsibilities and will be an invaluable aide to the principal in implementation of the program in the school.

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To: The English Teacher

From: English Career Education, Guided Occupational Orientation Program

The aim of the English activities found in the Guided Occupational Orientation Program for 7th and 8th grades is not specifically to teach career education but to teach career education as an integral part of the regular English curriculum for each grade.

Each objective has specific activities designed to carry out the objectives. The activities deal with utilization of the skills learned in English (reading, writing, speaking and listening). Since different schools and teachers use a wide variety of textbooks the individual teacher will have to browse through the school and decide which materials (stories, etc.) can be used in addition to what has been offered in the Guided Occupational Orientation Program kits.

The 7th and 8th grade kits contain a series of folders, one folder for each objective. Each subject area had one activity sheet and related resource sheets for the objective covered. The English Activity and Resource sheets are color-coded (green). Additional activities and resources can be added by any teacher at any time during the year.

A possible way of using the kit in order to fulfill the goals covered would be for the teacher to read through the entire 7th and 8th grade English program of activities and then decide where he can best fit in the careers activities as he is covering the regular course curriculum.

The major difference in the 8th grade program is the area of job clusters. There are 15 job clusters or families: English deals with only five:

1. Fine Arts and Humanities
2. Recreation and Hospitality
3. Communications and Media
4. Consumer and Homemaking
5. Business and Office

Activities and worksheets are provided so that the individual student can explore these clusters and the English skills needed for jobs within them. This part of the Guided Occupational Orientation Program is individualized and the teacher merely acts as an advisor.

The ultimate aim of the completion of both 7th and 8th grade is that the student is aware of his potential and that the world of work offers him many opportunities which he can explore.

Editors Addition

For the school year 1973-74, there will be added to each of the 7th and 8th grade kits English Workbooks. These workbooks should facilitate independent study and research. They were written by Mrs. Tish Collins of H. W. Smith.

In addition to its goal of writing a structured 9th grade program, the 1973 summer writing team's English teachers expanded the existing 7th and 8th grade English programs developed in 1973. This involved values clarification and its importance in making valid career decisions.

The previous English goals, objectives, and activities were generally kept but when the writing team participants - including a Values Clarification Consultant - saw the chance to include values clarification activities this was done.

The Values Clarification Consultant worked for two weeks with the writing team. In addition, he has given a two hour orientation and he will offer assistance in teacher workshops when the program is introduced to the junior high schools.

To: To the Science Teacher
From: Science Career Education - Guided Occupational Orientation Program.

Introduction:

It was difficult for us to cover both career education and our science curriculum last year. In view of this, we have tried to tie career education directly into the science curriculum. This appeared to be an impossible task at our 1st meeting in view of being allotted only 5 weeks to work on it. We have come up with what we think is a workable program. A good program requires more than 5 weeks and 2 people to write it. For this reason, we are eager to receive comments for improvement from you as you use the program.

A few of our city schools teach science in the 7th grade; therefore, our part of the 7th grade program is written with these schools in mind. We hope other disciplines will find it possible to pick up some of the material in schools where science is not taught in the 7th grade. Our materials in this program cover the science curriculum as it appears in book.

I. Principles of Science

As well as the career objectives, a chart is included which we hope will allow you to see how we approached the problem.

The 8th grade career study is written around a different set of career objectives that the 7th grade. We have also had to incorporate material from Book I and Book II Principles of Science. A chart similar to the 7th grade chart is included. The 8th grade career study is not only a follow-up of the 7th grade, but asks the students to study in depth job clusters as they relate to each discipline. The chart included should explain how we have identified units of study in science with particular job clusters. The material does overlap into other clusters, however, and you should point this out to your students.

The career program is designed to teach science as it relates to career choice. Both 7th and 8th grades are set up as follows:

Left Side of Folder	Right Side of Folder
Each objective has at least one sheet of yellow paper identified by the objective number. This sheet also has the science focus on it. It is called an activity sheet because it presents a number of activities in a possible lesson plan form Introductory Activities Class Activities Independent Activities Culminating Activities	Each objective may have a list of Audio-visual materials, field trips, speakers, etc. Most of the suggested class activities are written-up for student use. These activities are designed for demonstration or group lab work and cover the science curriculum at the appropriate level.

It is not intended you use this exactly as we have written unles you desire to approach it this way. Any individual teacher should feel free to use his or her own prefered method of teaching. We have only tried to demonstrate how career education may become an integral part of our science curriculum. You may teach career education in a "one lump" approach if you wish or extend it throughout the year. We hope the program is flexible enough for all teachers and that no one will feel confined and/or restricted.
A career study in 9th grade may be accomplished by using the 8th grade program as written for BookII-Principles of Science or following the outline we have set up for 8th grade career study.

G.O.O.P. 7th Grade

OBJECTIVE	SCIENCE CURRICULUM						
	Discovery & Invention	Matter & Energy	Heat, Light & Sound	Magnetism, Electricity Nuclear Energy	Living Things	Living Things & Environment	
2-A	x						
2-B	x						
2-C	x						Introductory
2-D	x						Materials to
3-A	x						Science and
3-B	x						GOOP
3-C	x						Curriculum
3-D		x	x	x			
3-E	General						
3-F	Guidance						
4-A	General with Guidance						
4-B					x	x	Curriculum
4-C	x	x	x	x	x	x	Related Curric
5-A	x	x	x	x	x	x	Education to
5-B	x	x	x	x	x	x	Entire Science
5-C	Does Not Apply						Curriculum
5-D	Does Not Apply						
6-A	x	x	x	x	x	x	

FIELD TRIP PROCEDURE

Eighth and ninth graders participating in Guided Occupational Orientation will be encouraged to go on field trips to gain "first-hand' information about the job areas in which they are interested. Teachers may choose from the Library file of community resources (see your school librarian) or suggest additional places of business or training for visitation. Given the file of previously established field trip sites, the teacher should follow the following steps in arranging the field trip:

1. Copy onto the ORS request form the name of the person to contact for a tour to the particular site and the phone number. This information is available on a card in the resource file. Indicate on the ORS request form a preferred date and two alternate dates for the field trip, as well as two different times of day convenient to you. Also indicate the number of students to go on the tour, taking into consideration any maximum number which has been suggested on library resource file card.

2. Secure a transportation (bus) request form from the principal's office and fill out all the information indicated. Notify the principal of field trip plans and be sure to have him sign the transportation request form. Send transportation request form with the ORS request form to GOOP office at Levy Jr. High School where a clerk will process them and make the necessary arrangements. You will be notified by phone and/or by mail of the finalized arrangements. Bus requests are so overwhelming in the transportation office that as much advance notice as possible is needed.

3. Arrange for any extra personnel you may need on the trip. The City School District regulations state that there should be one certificated staff member on each bus and one adult for each ten children.

4. See your principal and/or available teachers or other staff to arrange for coverage of classes missed in whole or in part on the day of the field trip.

5. Refer to the Teacher's Handbook for pre-planning ideas and further orientation to field trips.

If teachers select field trip site not on list, please use ORS request form and have ORS make the contact and set up this initial tour. It is of utmost importance for the student to know why he is going on the field trip and what he is supposed to find out. Through adequate preparation in the classroom, the student should have some knowledge about the type of place he is visiting for career information and be ready to ask job-related questions as he participates in the tour. As a part of this preparation, the teacher should emphasize to all students that they are representatives of their school and of junior high students in general and that their behavior will be noticed by the people on the field trip site. If behavior is loud, rowdy or obnoxious in any way, a report will be sent back

to the school and it is unlikely that these students will be allowed to go out of the school on a field trip for quite some time. In fact it is possible for really bad behavior on a field trip to be considered a reflection on the school by the people at the field trip site and for them to refuse other students from the same school following an unfavorable incident. Students should be made aware of these things in advance.

TEACHER ORIENTATION TO FIELD TRIPS

Field trips have been found to be an invaluable resource for detailed and realistic occupational information for students involved in Guided Occupational Orientation. What is learned about careers through field trip experiences tends to be more meaningful and motivating initially to the student than any other method of career exploration. However, successful field trips do not just happen accidentally; they are the result of careful planning and preparation in the classroom as well as accurate communication between the teache and the person contacted for the field trip as to what kinds of information the students will benefit from. Therefore, before going on a field trip with your students, the following ideas should be considered and carried out as completely as possible:

1. Do not choose a field trip site at random; consider the occupational needs and interests of your students and give them a voice in selection of the site. For instance, if a whole house is going to participate in field trips, perhaps five or six field trip sites could be selected which represent the major interest areas of the class and students in the house could be given the opportunity to "sign up" for the one place he is most interested in visiting. Such studen involvement and decision-making is one of the most important aspects of the Guided Occupational Orientation Program.

2. Try to get as much information as possible concerning the kind of business or industry it is and the different kinds of occupations represented there. Perhaps it would even be to the teacher's advantage to go to the field trip site in advance so that he knows what to expect and how to prepare the students.

3. Do not plan a field trip until the students have been involve in GOOP for at least two or three weeks and have had a chance to choose a career area to study in more depth.

LIBRARY RESOURCES FOR GOOP

Each junior high school library has been equipped with the following materials and equipment for use by teachers and students in the Guided Occupational Orientation Program:

1) Library Resource File - Card file containing a listing of professional societies to write to for career information, and local sources of speakers, field trips and other occupational materials. These resources contain names, addresses, telephone numbers and descriptive information and are filed under career cluster categories. All resources have been collected during the past year, so the information can be considered up-to-date and accurate. In addition, there will be a card catalog containing a list of all the written and audiovisual materials which are mentioned in (2); these will be updated and added to as the year progresses.

2) Books, Pamphlets, filmstrips, and records - These career information materials have been gathered by GOOP personnel for use in each school. Librarians have been instructed to locate these materials in a separate section of the library so that they may be easily accessible to teachers and students involved in GOOP.

3) Cassette recorders and Headphones for use with career audiovisuals.

4) Resources available through Occupational Resource Specialists (one-of-a-kind materials) - Librarians have listing of one-of-a-kind resources available upon request from ORS's. These include career guidance cassettes, filmstrips (16mm and other), slides, books and pamphlets.

WHAT THE OCCUPATIONAL RESOURCE SPECIALIST IS AND DOES

Four Occupational Resource Specialists work throughout the city, one individual assigned to each of the junior high schools. In general, the ORS's fulfill these tasks:

1. Assist in the development of curriculum materials based on the interpretation of input by administrators, counselors, teachers, students, business and industry.

2. Research, preview and recommend for purchase of audio visual and printed materials appropriate for career education.

3. Act as a consultant to the writing team as to the feasability of suggested student activities that directly involve the community.

4. Act as a resource person in the implementation of the career education program at the junior high and senior high levels in the following manner:

   a. Act as a consultant in the dissemination of program philosphy

   b. Act as a consultant in the dissemination and adaption of locally developed curriculum materials.

   c. Make available to all junior highs a list of career oriented resources, i.e. field trips, speakers, work experience opportunities, AV materials, out of school career exploration opportunities.

   d. Act as a consultant to guidance counselors and librarians in the updating of career guidance materials.

5. Act as a liaison between the school and the community in the development of cooperative activities relevant to career education.

   a. Dissemination of information concerning the career education program of the Syracuse City School District to the community as a whole.

   b. Establish commitments on the part of business and industry as to their contribution to career education i.e. field trips, speakers, written and audio visual materials, and formal cooperative programs.

   c. Supply feedback to the School District from the community regarding potential employment and training opportunities.

6. Develop and implement effective ways of publicizing occupational information to all students.

7. Act as a consultant to guidance counselors in implementing occupational guidance activities.

8. Develop and participate in career guidance activities.

Objective 1A The student will develop an understanding of the progression of the G.O.O.P., grades 7-12.

Introduction to the Teacher: The idea of this objective is to have the students become familiar with the Careers Program offered in grades 7 through 12. This orientation will allow the student to foresee various programs and general aims and how he will benefit from them. He also should see how activities have been developed to help him reach the overall goals of the program.

It would be ideal for the Guidance Counselor or ORS to be involved in these activities in conjunction with either of the four major subject areas.

1. The student will participate in a discussion with the Guidance Counselor (and/or the teacher) on the Flow Chart for career education.

2. A. The student will participate in a class discussion linking his major subjects to the career program objectives (with Guidance Counselor and/or teacher)

   B. The student will explore, with the teacher or counselor, high school courses available which lend themselves to occupational skill developments. (a saleable skill before he leaves school)
   ex. College prep
   General
   Business 9th

   Business
   Tech
   PACE, etc. 10th
   Work-study Programs

   C. Student will come to an awareness that the high school diploma represents skill development and is not an end in itself.
   ex. various graduation requirements (need for saleable skills)

   D. Student will participate in a discussion of careers related to people, data, and things.

MATH ACTIVITY SHEET

Objective 2A. The student will distinguish between the definition of a "job" and a "career".

Introduction to the Teacher: Many times, "job" and "career" are used interchangeably, but they mean very different things. With this objective, we are helping the student to see that one must plan for a career--the lifelong sequence of work any individual follows to earn a living. Within this career, he may hold many "jobs", but unless he focuses on his life long career, he may deprive himself of the advantages of sound planning.

Math Focus: The mathematics focus for this objective is to organize job opportunities within a career choice, and to analyze these jobs with respect to income provided and mathematics required for successful progression within the career choice.

Math activities:

1. The whole class can brainstorm with the teacher to develop a list of jobs. Several "help wanted" sections of the local newspaper might help stimulate class participation. Using "set description" the class might classify a collection of jobs with similar characteristics. With very little refinement the major description would be that of a career and the specific jobs subsets of a career.

2. A small group might focus its attention on a particular career and construct a flow chart of the progression of jobs to a desired goal within a career.

3. Each individual could select two or more careers and their related jobs. By constructing a simplified Venn diagram it should be evident that a particular job activity might lead to more than one career choice (set intersection)

4. The whole class, using the newspaper help-wanted section as a resource, can organize jobs into career areas. An analysis of these groupings can be made with respect to: salary provided; progression within a career choice as experience and education increase.

5. A small group of students might chart the progression of a person within his career choice, correlating the many jobs held, salaries at each job level, education required for advancement, cost of education.

General Math Resources

Activity 1:

Herald Journal -- for class sets of newspapers contact Mr. Ralph Borden or Mr. Greg Horn in the Circulation Dept. - 473-7281. Pick up at Herald Journal at Clinton Street. entrance.

SCIENCE ACTIVITY SHEET

Objective 2A The student will distinguish between the definition of a "job" and a "career".

Introduction to the Teacher: Many times, "job" and "career" are used interchangeably, but they mean very different things. With this objective, we are helping the student to see that one must plan for a career--the lifelong sequence of work any individual follows to earn a living. Within this career, he may hold many "jobs", but unless he focuses on his lifelong career, he may deprive himself of the advantages of sound planning.

Science Focus: From the lesson which follows, we hope students will learn to distinguish between careers and jobs in science. For simplicity sake, one definition of a career is a progression of jobs. In science specifically, a career involves a field of science. ie. Biology. Tree Surgeon.
Most of the activities in this lesson will emphasize subject matter covered in Chapter One "Principles of Science" Book One. Only a few activities are suggested in the lesson plan. Each teacher should also call on his or her own resources.

Science Activities:

Introductory Activities: (Getting the class started)

1. Teacher will list fields of science on board. The fields may be subdivided if wanted. Students will respond to teacher direction by listing as many jobs as they can think of under each field or "career".

Independent Activities

(Students will gain experience and knowledge about some tasks involved in "jobs" and "careers" in science.) Students will select one job in one field, research the problem and perform a task.

Career Area

Biology: 1. Job--Tree Surgeon--Example of Task: Research a disease affecting one species of tree such as Dutch Elm in respect to cause, treatment, etc.

Chemistry: 2. Student will research soap making procedure, procure necessary ingredients, and make soap.

SCIENCE ACTIVITY SHEET

Objective 2A (cont.)

Career Area

Physics:	3.	Student will make a stringed instrument and tune it using principles of Physics involved.
Meteorology:	4.	Student will keep a daily record of weather variables for a period of one month and relate them to weather conditions.
Astronomy:	5.	Student will keep a record of the shape of the moon over a period of one month and relate to relative position of Earth, Moon, and Sun.
Geology:	6.	Student will make a collection of rocks or fossils and classify them.
	7.	Student will make models out of clay of earth formations.

Culminating Activities

1. Students will prepare a report to present to the class on their independent activities.
2. Class, under teacher direction will discover how the job of any scientist or technician uses the scientific method.
3. Class will prepare (as a group) a short paragraph to summarize what a "career" and a "job" in science is. They will note similarities and differences.
4. Students will develop a composite list of all careers and jobs the class has explored.

ENGLISH ACTIVITY SHEET

Objective 2A The student will distinguish between the definition of a "job" and a "career".

Introduction to the Teacher: Many times, "job" and "career" are used interchangeably, but they mean very different things. With this objective, we are helping the student to see that one must plan for a career--the lifelong sequence of work any individual follows to earn a living. Within this career, he may hold many "jobs", but unless he focuses on his lifelong career, he may deprive himself of the advantages of sound planning.

English Focus: The English focus for this objective is developing skills in looking at a word or words and through various methods arrive at workable definitions.

English Activities:

1. Have each student write his conception of "job" and "career".
2. Use a class discussion to arrive at a workable definition for "job" and "career". (See filmstrip "What is A Job"--Singer)
3. Divide the class (depending on size) into groups which will define either "job" or "career".
4. Using a dictionary, have student look up the definitions of "job" and "career", and in a paragraph explain the difference between the two items. (Carry over into other terms. e.g. "occupation," "work," etc.)
5. Have each student make a collage illustrating the terms "job" and "career".

SOCIAL STUDIES ACTIVITY SHEET

Discussion Guide for Filmstrip "Job's the Go Someplace"

1. Could there be some value in staying in a job which demands little of you in order to gain experience and be "over-qualified" for the next job? Is there a danger that you might never find the 'right time' to quit?

2. An ad for a job gives no information beyond name, telephone number, and "no experience necessary." If you desire to apply for it, what questions should you ask to find out if it is a dead-end or not?

3. Was Henry right to spot Mr. Green's job as a dead-end? What led him to this opinion, and what quality is Henry showing for the first time?

4. In your opinion, did the Narrator do Henry a favor by raising his sights? Could Henry have been just as happy in a reasonably comfortable job that made no demands on him but that led nowhere?

5. Wally's boss says it's easier to work with people who care about what they're doing, and the "voice" says interest in a job is sometimes the whole story. Do you think you can successfully fake this kind of interest, or must it be the real thing? If you do your work well, do people have a right to look for interest, too? Why do you think they do?

6. Wally is discouraged enough to want to quit after being at a desk for four months. What should he have done instead? What would you do in a similar situation?

7. Wally's impatience nearly cost him his career. Do you think this impatience is a common characteristic in young people? If so, why is this so? Can impatience sometimes work for you? When?

8. Deciding prematurely that a job is dead-end can be just as dangerous as failing to spot a dead-end in time and pulling out. How do you think you can guard against deciding too quickly and perhaps making a serious mistake?

9. Is it possible to convert what appears to be a dead-end job into something worthwhile? Have you ever had such an experience?

10. What does the "voice" mean by saying that when you quit a dead-end you move up?

Alternate Activities. After viewing films strips have class break in groups to do.

1. Tell if characters in filmstrip had a job that was just a job or a job that was the beginning of a career.

2. What characteristics did jobs have to have the possibility of turning into a career?

3. What do people in the filmstrip do, that helps turn a job into a career. What do some of characters do that makes their jobs dead-end?

SOCIAL STUDIES ACTIVITY SHEET

Objective 2A. The student will distinguish between the definition of a "job" and a "career".

Introduction to the Teacher: Many times, "job" and "career" are used interchangeably, but they mean very different things. With this objective, we are helping the student to see that one must plan for a career--the lifelong sequence of work any individual follows to earn a living. Within this career, he may hold many "jobs", but unless he focuses on his life long career, he may deprive himself of the advantages of sound planning.

Social Studies Focus: The student, by looking at various persons, will see that people can have jobs, or careers, or both.

Social Studies Activities:

(Group) 1. Have students view film strip "A Job That Goes Someplace" the show people involved in both jobs and careers. Through questions answered through oral discussion, students will recognize the differences between a job and career. (See resource sheet for suggested questions.)

(Small Group)

2. Break up in small groups and read short biographies of public figures and persons selected from the curriculum. Students will then discuss the biographies and determine whether the persons had jobs, careers, or both. (See resource sheet for biographies and suggested questions for students to answer in discussion.)

(Individual) 3. Have students go to library and look up biography of some person. The student will determine the jobs and or careers this person has had . (See resource sheet for suggested list of persons to look up and questions for students to use in analysis of biographies)

General Social Studies Resources.

1. People and Choices - Harcourt, Brace, Javanovich - ORS
   Career Folios - Stories of: Pearl Bailey, Gale Sayers, Ruby Harvey - Nurse.

2. Biographical Dictionary - Library
3. Lincoln Library - Library
4. Who's Who in America - Library
5. Dictionary of American Biography - Library
6. Who was Who in America - Library

Filmstrips -

1. Job Attitudes - A Job the Goes Someplace - Guidance Associates - Library
2. Choosing Your Career - Guidance Associates - Library
3. Jobs in the World of Work: A Good Place to Be - McGraw-Hill films(16MM) - ORS
4. Vocational Decisions - Society for Visual Education - ORS

MATH RESOURCE SHEET

Objective 2A. The student will distinguish between the definition of a "job" and a "career".

Name _____ Date _____

Activity 1:

U = { all possible jobs }
A,B,C,D,... defined careers

Complete the following by either, listing the jobs available, or deciding which career would describe the listed jobs.

U = { Doctor, Accountant, Secretary, Custodian, Salesman, Chemist, Teacher, Lawyer, Construction worker, Plumber, Policeman, Clerk, Mechanic... }

A = { jobs available in a health career }
A = { Doctor, Dentist, Medical Secretary, Hospital Equipemtn Salesman, nurse, Lab assistant, Paramedics,.... }

B = { jobs available in an education career }
B = { }

C = { }
C = { Logician, Computer programmer, Accountant }

D = { }
D = { Dairy Farmer, Horticulturist, Landscaper, Forester }

{ Jobs available in a transportation Career }
}

F = { }
F = { Carpenter, Bricklayer, Electritian, Roofer, Plumber }

G = { }
G = { Auctioneer, Automobile salesman, Insurance agent, Real Estate agent, Avon lady }

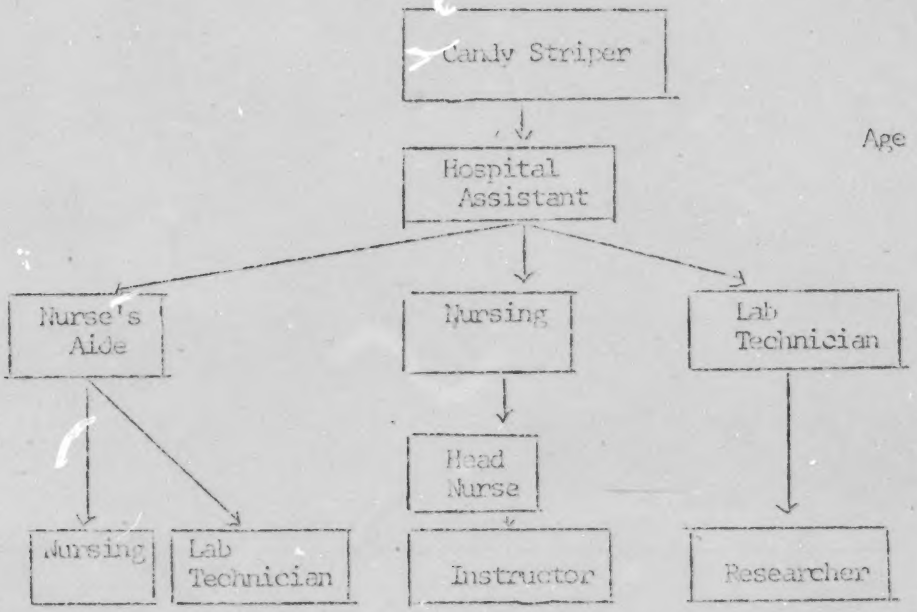
MATH RESOURCE SHEET

Objective 2A. The student will distinguish between the definition of a "job" and a "career".

Name _____ Date _____

Activity 2

A progression of a person interested in a health career.

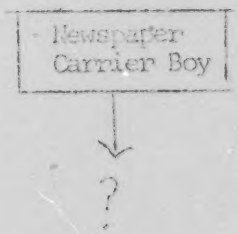


Age 16-18 Ed.- Attending High School

Age 20- Ed.- Completed two years of college or training

Age 22 Ed.- 2 or more of years of college or training

Try to construct a similar flow chart for Carl Smith who is interested in a career in communication.
Job Possibilities - Copy boy, reporter, desk man , photographer, editor , day editor, sunday editor, sports editor.

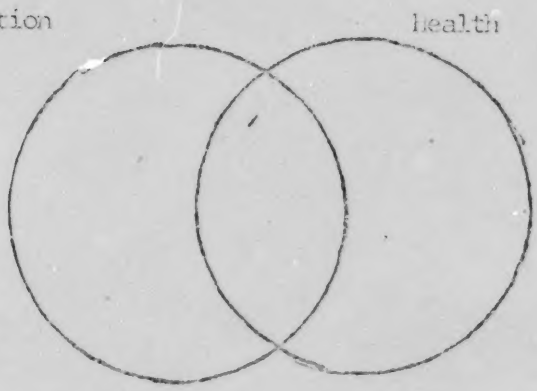


MATH RESOURCE SHEET

Objective 2A. The student will distinguish between the definition of a "job" and a "career".

Name _____ Date _____

Activity 3.



Using the above Venn Diagram locate each of the following jobs with respect to their career interest.

Pilot
Secretary
Pediatrician
Nurse
Mechanic
Brakeman
Clerk
Doctor
Salesman
Stewardess
Researcher
X-ray Technician

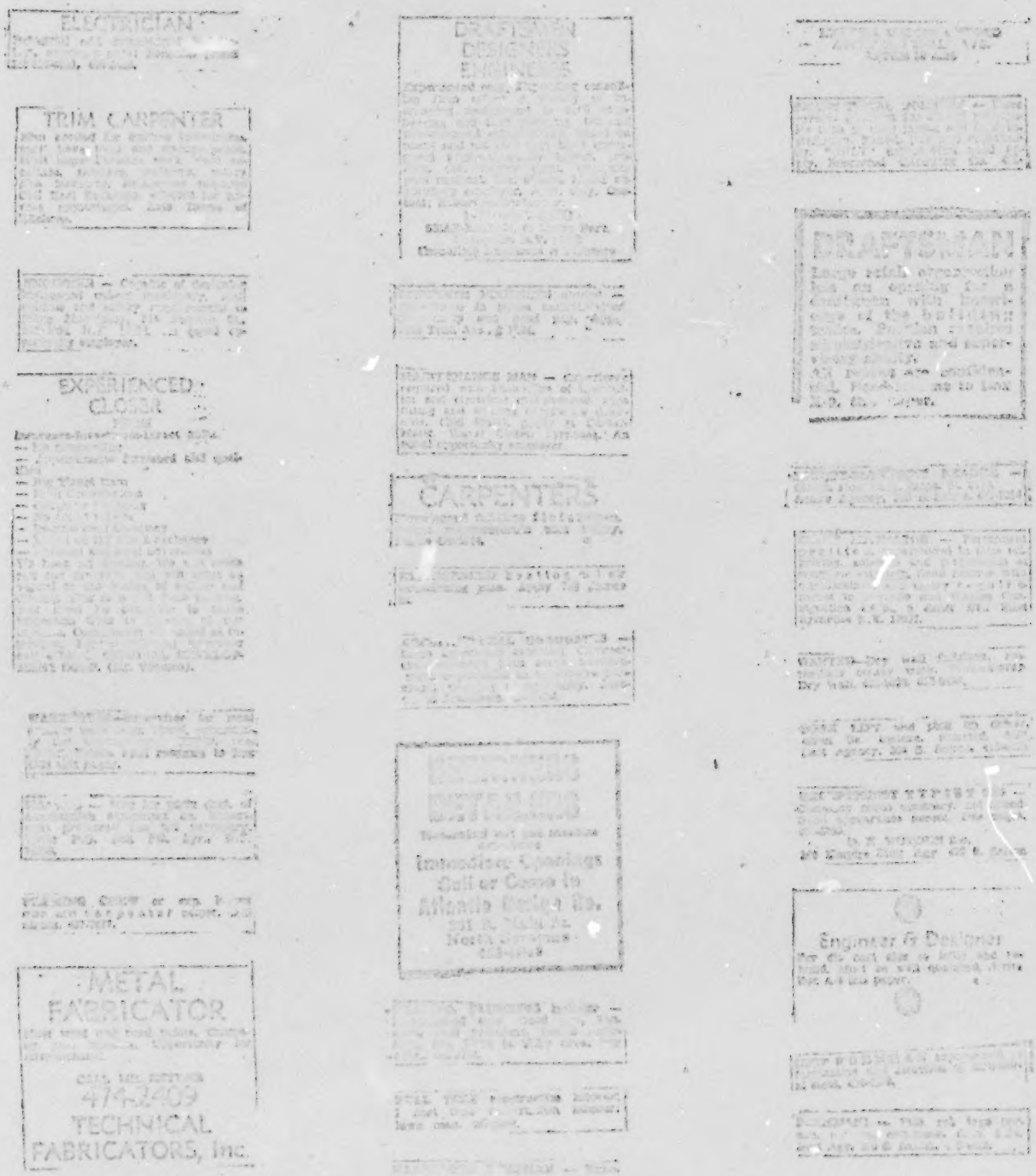
(You may add to this list and locate these jobs into the diagram.)

MATH TOUCH SHEET

Objective 2A. The student will distinguish between the definition of a "job" and a "career."

Name _____ Date _____

Activity 4 Sample Organization of Jobs Available in Construction Career



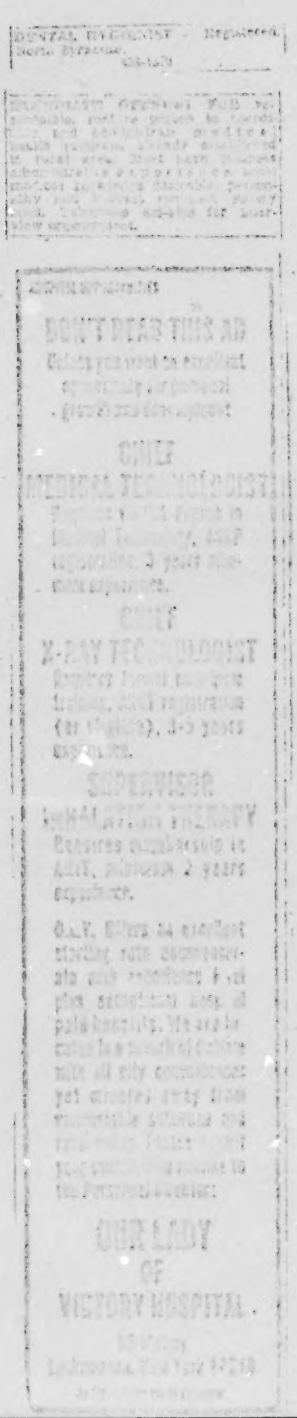
MATH RESOURCE SHEET

Objective 2A. The student will distinguish between the definition of a "job" and a "career."

Name _____ Date _____

Activity -

Sample Organization of Jobs Available in Health Career



DENTAL HYGIENIST - Registered, Santa Syracuse.

DON'T READ THIS AD

OFFICE

MEDICAL TECHNOLOGIST

OFFICE

X-RAY TECHNOLOGIST

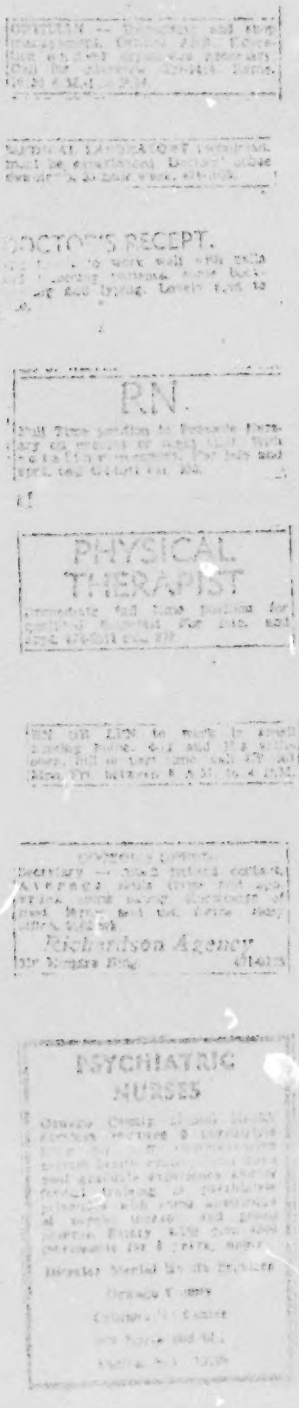
SUPERVISOR

MEDICAL RECORDS LIBRARY

Requires graduation at AART, minimum 2 years experience.

O.R. Offers 24 excellent starting rate commensurate with experience & full plus secretarial duties, all paid benefits. We are located a beautiful setting just off city conveniences yet minutes away from metropolitan suburbs and fine residential areas.

OUR LADY OF VICTORY HOSPITAL



OPERATION — Surgical and Ward Management. Minimum 2000 Education and 2 years experience required. Call for personal interview today.

SURGICAL LABORATORY TECHNICIAN

DOCTOR'S RECEPT.

PHYSICAL THERAPIST

LPN OR LVN to work in small nursing home. Will pay $3 hour over. Call or see Mrs. Hall.

Richardson Agency

PSYCHIATRIC NURSES

RN

Full time for rotating shift in Pediatric Ward. Every other weekend off. For info. & appt. call Personnel, ext. 207.

RN's and LPN's

Med. Secy./Recept. to $110 Wk.

Richardson Agency

MEN—WOMEN

18-55

- Dental Assistant
- Medical Assistant
- Airlines—Travel
- Hotel-Motel Mgt.
- Law Enforcement

SELECTION OF OTHER JOBS

Earn

$125

PER WK.

Call 10 A.M. - 3 P.M.

422-6159

Objective 2A
Activity #6

Put your best foot in the door

When Frank Endicott of Northwestern University surveyed 153 companies to find out what their hiring plans were this year, he asked each of them to indicate the procedure it preferred a graduate to follow in applying for a job. According to their replies, your best bet for making a good first impression is to write a brief letter to the company explaining why you're interested in working there and enclosing a résumé.

Least likely way to get results: Seeking an appointment with a company executive who doesn't work in the personnel department.

Jobs for this year's college grads

Competition is fierce. You have to know where to look, how to look.

Job outlook for future grads

Percent growth 1973-83

	0-20%	20%-40%	40%-60%	60%-80%	80%-100%	100% +
all occupations						
professional and technical occupations						
programmers						
recreation workers						
psychologists						
social workers						
physicians						
economists						
registered nurses						
natural scientists						
engineers						
accountants						
secondary school teachers						
kindergarten and elementary school teachers						

Objective 5A
Activity #3

Put your best foot in the door

Wilson Frank Fullcoat of Northwestern University surveyed 105 executives to find out what their hiring plans were this year, he asked each of them to indicate the procedure it preferred a graduate to follow in applying for a job. According to their replies, your best bet for making a good first impression is to write a brief letter to the company explaining why you're interested in working there and enclosing a résumé.

Least likely way to get results: pushing an appointment with a company executive who doesn't work in the personnel department.

Jobs for this year's college grads

Competition is fierce. You have to know what to look, how to look.

Jobs college for future grads

Percent growth 1970-80

| 0-20% | 20%-40% | 40%-60% | 60%-80% | 80%-100% | 100% + |

all occupations

professional and technical occupations

programmers

recreation workers

psychologists

social workers

physicians

economists

registered nurses

natural scientists

engineers

accountants

secondary school teachers

vocational and elementary school teachers

Source: U.S. Bureau of Labor

MATH RESOURCE SHEET

Objective 2A. The student will distinguish between the definition of a "job" and a 'career".

Name _____ Date _____

Activity 5 - Mr. Allan Jones

Age	Job	Starting Weekly Salary	Yearly Salary
12-16	Paperboy	$ 14.00	
16-18	Gas Station Attendant	40.00	
18-22	Resident Assistant	50.00	
	Construction Worker	180.00 (summer)	
22-26	U.S. Air Force		
26-28	Graduate Assistant		
	Insurance Salesman	100.00	
28-30	Math Teacher(Jr. High)	180.00	
30-3,	Computer Programmer	200.00	
31-35	Math Teacher(Sr. High)	200.00	
35-37	Guidance Counselor	220.00	
37-38	administrative Intern	240.00	
38-39	Pupil Personnel	245.00	
39-42	Vice Principal	280.00	
42-52	Principal	310.00	
52-56	Assistant to Superintendent	400.00	
56	Superintendent	600.00	

SCIENCE RESOURCE SHEET

Objective 2A The student will distinguish between the definition of "job" and "career."

General Resources:

Encyclopedia of Careers and Vocational Guidance - J.G. Ferguson Library.

Occupational Outlooks Handbook - Supt. of Documents - Library

Occupations and Trends in the Dairy Products Industry - Supt. of Documents - Library

Careers in the Soil Conservation Service - Supt. of Documents - Library

Job Family Series - SRA - Occupational Exploration Kit - Library.

Field Trip Possibilities: (See Library Resource File for local sources of field trips and speakers related to Science.)

Examples:

1) Bristol Laboratories - Mr. Darnese Bell - 470-2348 (speaker, small group tours)

2) Dairylea Cooperative Inc. - Mr. Donald Race - 472-5511 (tour of laboratory facilities, possible speakers)

3) Crouse-Irving Memorial Hospital - Mrs. Bartholomew 478-6611 (specify tour of labs)

Resource Sheet 5A Activity #3

Richard M. Nixon
Benjamin Franklin
Lee Antonovic
Leonard Bernstein
Lucretia Mott
Elizabeth Cady Stanton
William Buckley
Rosemary Woodruff
Jacob Javits
Shirley Chisholm
Thurgood Marshall
Frank Zender
Armand Mastroianni
Robert Leverton
Erwin Weiss
James Buckley
Ralph Abernathy
Lew Alcindor (Kareem Abdul Jabbar)
Wilt Chamberlain
Willie Mays
Mrs. Martin Luther King
Walter Cronkite
Julie Child
Bobby Hull
Helen Gurley Brown
Robert Nishimura
Bella Abzug
Edward Kennedy
Tom and Dick Smothers
John Mitchell

jective 2A The student will distinguish between the definition of "job" and "career."

lsholm, Shirley (Anita St. Hill), Nov. 20, 1924; U.S. Representative from New York; educator

Shirley Chisholm was graduated from Brooklyn College and Columbia iversity. She became an authority on early education and child welfare. om 1959 to 1964, Mrs. Chisholm was an educational consultant in the vision of day care of New York City's Bureau of Child Welfare. In 1964, s. Chisholm was elected to the New York Assembly from Brooklyn; she was e first black woman from Brooklyn to serve in the Assembly(Bessie Buchanan s the first black woman ever elected to the Assembly.) Because of apportionment Mrs. Chisholm had to campaign for reelection in 1965 and 966. In the Assembly was supported day-care centers, unemployment surance for domestic workers are created SEEK (Search for Elevation, ducation and Knowledge) which enables black and Puerto Rican students acking necessary academic requirements to enter state universities and eceive remedial training.

In 1968, Mrs. Chisholm was elected to the U.S. Congress as a member of he house of Representatives. There she worked hard to have bills passed hich were relevant to her constituents.

In 1972, she unsuccessfully campaigned for her party's nomination for he presidency which was awarded to Senator George McGovern.

Biography - Resource 2A Item #2

Nixon, Richard Milhous (1913 -)
Lawyer and politician, was born in Yorba Linda, California. After attending Whittier College, he was graduated from Duke University Law School, and was admitted to the California Bar. He practiced law in Whittier, California. After serving as a U.S. Naval officer during World War II, he was elected to Congress from California in 1946 and was re-elected in 1948. He gained prominence while a member of the committee of Un-American Activities for his work in exposing disloyal persons. He was elected to the U.S. Senate in 1950 and was elected to the Vice-Presidency in 1952 and 1956. In 1960, he was the Republican candidate for the presidency and was defeated by John F. Kennedy. In 1968, as his party's nominee for the presidency, he defeated Hubert Humphrey for that office.

MAYOR LEE ALEXANDER, SYRACUSE, NEW YORK

BIOGRAPHICAL DATA

SOCIAL STUDIES RESOURCE UNIT Objective 2A.

Since his election as Mayor of Syracuse in November, 1969, Lee Alexander has been identified as an advocate for cities at both the state and national levels. As Mayor of one of New York State's Big Six cities he participated in the 1970 Big Six legislative effort which resulted in the adoption of the state's first revenue-sharing program.

He is on the Advisory Board of the U. S. Conference of Mayors and the Board of Directors of the National League of Cities. He serves as a member of the Legislative Action Committee of the U. S. Conference of Mayors. In addition he is chairman of the Community Development Committee of the National League of Cities and is responsible for testifying before Congressional committees in behalf of the nation's citi His areas of discussion include housing, urban renewal, and oth programs related to the revitalization of urban centers.

MATH ACTIVITY SHEET

Objective 2B. After making a class list of different types of jobs, the student will break these jobs down into three areas: 1. working with people; 2. working with things; 3. working with data.

Introduction to the Teacher: Our major aim here is to introduce the student to the fact that different kinds of jobs require different kinds of skills--an important fact in career planning. Later in the program students will begin to connect these skill-areas to specific jobs, by seeing that a person ought to choose a job depending on his interest in performing required skills.

Math Focus: The mathematics focus for this objective is to have the student break down the specific jobs into the three interest areas and surveying these interest areas with respect to mathematics required to progress within an interest area.

Math Activities:

1. The whole class could categorize each job into one or more of the interest areas and organize this information in a Venn Diagram, the Universal set being the list of jobs, and the three major sets being the interest areas.

2. A small group might choose one of the career choices and break it down with respect to jobs available in each of the three interest areas. The necessity of the study of math for each job could be listed. The amount of mathematics needed for a particular job is not always evident in the surface analysis of a job. The group might lead a class discussion on how a particular job uses math or why a particular job requires math.

ENGLISH ACTIVITY SHEET

Objective 2B After making a class list of different types of jobs, the student will break these jobs down into three areas: 1) working with people; 2) working with things; 3) working with data.

Introduction to the Teacher: Our major aim here is to introduce the student to the fact that different kinds of jobs require different kinds of skills--an important fact in career planning. Later in the program, students will begin to connect these skill-areas to specific jobs, by seeing that a person ought to choose a job depending on his interest in performing required skills.

English Focus: The English focus for this objective is to look at the importance of oral communication through different discussions dealing with job categories.

English Activities:

1. The students will discuss the difference between "people", "things", and "data".

2. Given a list of jobs, divide the class into three groups (1) people, (2) things (3) data. Each group will select jobs which belong in its group. (See Resource Section for list)

3. Have students make collages illustrating the three job areas (people, data, things).

Supplementary Activities:

1. Have students write paragraphs on why one of the above areas interests them more than the other two.

2. After reading Dickens' Christmas Carol, have students determine Bob Cratchit's job category (people, data, things) and tell whether or not they would enjoy working in this category.

3. Discuss the type of person who would enjoy working with people, data, or things.

SCIENCE ACTIVITY SHEET

Objective 2B After making a class list of different types of jobs, the student will break these jobs down into three areas: 1) working with people; 2) working with things; 3) working with data.

Introduction to the Teacher: Our major aim here is to introduce the student to the fact that different kinds of jobs require different kinds of interests--an important fact in career planning. Later in the program, students will begin to connect these skill-areas to specific jobs, by seeing that a person ought to choose a job depending on his interest in performing required skills.

Science Focus: Students now have a working, self-created definition of career and job and a list of jobs. What we want to do now, is make the student aware that these jobs employ different categories of skills, some jobs require skills working with people, some with things, some with data, and some involve all three categories.

Science Activities:

Introductory Activities:

1. Class discussion on what is meant by working with people, things, or data.

Small group Activities:

1. Four to five students will write a short skit, directed toward a particular job emphasis or skill required. The group will perform the skit for the class. The class(as audience) will try to identify the skills categories needed to perform the job.

2. Depending on whatever chapter you may be studying at the time, select a related job and brainstorm involvement with people, data, or things.

Culminating Activity:

1. Class discussion of various talents or skills required of an individual to work in any or all of the three categories.

SOCIAL STUDIES ACTIVITY SHEET

Objective 2B. After making a class list of different types of jobs, the student will break these jobs down into three areas: 1. working with people; 2. working with things; 3. working with data.

Introduction to the Teacher: Our major aim here is to introduce the student to the fact that different kinds of interests--an important fact in career planning. Later in the program, students will begin to connect these skill-area to specific jobs, by seeing that a person ought to choose a job depending on his interest in performing required skills.

Social Studies Focus: The Social Studies focus for this objective is to look at the social implications of job categories dealing with people, things, and data.

Social Studies Activities:

Group. 1. Students will view and participate in a series of role playing situations. From these situations the group will decide if jobs done in the situations are involved mainly with people, data, or things. (Jobs could be selected from those available in Syracuse firms.) See resource sheet for suggested job situations.

Small Group.

2. a. Divide class into groups. Each group must make a list of jobs available in Onondaga County that deal specificially with 1. people, 2. data, 3. things, 4. combination. The groups will report to class and class will make a composite list of the jobs available in each category.

b. Students will determine, as a group, what types of services are provided for a community by each category. (data, people, things)

Individual 3. Given job occupational briefs listing jobs by categories, the student will determine one job from each category that belongs to the following career cluster.

1. Manufacturing
2. Communication and Media
3. Transportation
4. Business and Office

(See resource sheet for materials)
Suggested extension of activity--Student will look up in telephone book the names of firms that are involved in each of the jobs the students listed.

General Social Studies Resources

1. Chronicle Guidance File - Guidance Office or Library

2. Occupational Exploration Kit - SRA - Library

3. Directory of Manufacturers and Products - 1970 - Greater Syracuse Industry - Onondaga County, New York - Library

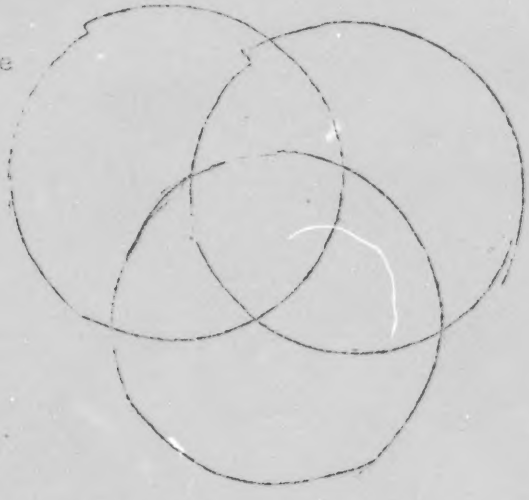
MATH RESOURCE SHEET

Objective 2B. After making a class list of different types of jobs, the students will break these jobs down into three areas: 1. Working with people; 2. Working with things; 3. Working with data.

Name _____ Date _____

Activity 1.

Using the Venn Diagram, locate the jobs below with respect to the three jobs areas, working with people, working with things and working with data.



Receptionist	Barber	Electrician
Plumber	Mathematician	_____
Draftsman	Underwriter	_____
Police	Clergyman	_____
Actor	Mechanic	_____
Accountant	Fireman	_____
Bank Clerk	Teacher	_____
Dentist	Beautician	_____
Painter	Bricklayer	_____
Baker	Newscaster	_____
Lawyer	Philosopher	_____
Inventor	Computer Programmer	_____
	Stewardess	_____

SCIENCE RESOURCE SHEET

Objective 2B

General Resources:

Your Personality and Your Job - SRA - Occupational Exploration Kit - Library

Jobs in Your Future - Scholastic Book Services - Library

Do Your Dreams Match Your Talents? - SRA (Occupational Exploration Kit) - Library

Filmstrips:

Choosing Your Career - Guidance Associates Library

ENGLISH RESOURCE SHEET

Objective 2B After making a class list of different types of jobs, the student will break these jobs down into three areas: 1) working with people: 2) working with things; 3) working with data.

1. accountant
2. architect
3. biologist
4. dentist
5. economist
6. editor
7. engineer
8. fashion designer
9. lawyer
10. optometrist
11. pharmacist
12. photographer
13. psychologist
14. registered nurse
15. social worker
16. surveyor
17. veterinarian
18. fireman
19. beautician
20. meterman
21. cashier
22. bookkeeper
23. real estate broker
24. forester
25. custodian
26. meat cutter
27. stewardess
28. mechanic
29. bricklayer
30. taxi driver

Additional Resources:

1. Career Opportunities - Doubleday -Library
2. Learning the Tool and Die Maker Trade -Supt. of Documents - Library
3. Health Careers - pamphlet - Patrick Dempsey, Assoc.- Library
4. Mack Works in a Clothing Factory - Frank Richards - Library
5. Do Your Dreams Match Your Talents? - SRA -(OEK) - Library
6. Succeeding in the World of Work - McKnight & McKnight - Library
7. Encyclopedia of Careers and Vocational Guidance - Ferguson - Library
8. Occupational Outlooks Handbook - Supt. of Documents - Library
9. Job Guide for Young Workers - Supt. of Documents - Library
10. Jobs in Your Future - Scholastic Book Services - Library

Table 9D. NUMBER OF JOBS AND JOB OPENINGS BY OCCUPATION, SYRACUSE AREA
ESTIMATED 1968 AND PROJECTED REQUIREMENTS 1975
(in thousands)

Occupation	1968	1975	1980	Jobs to be filled 1968-1975			Jobs to be filled 1975-1980	
				Total number	Total percent of 1968	Growth	Total number	Growth
All occupations	240.4	281.9	304.5	41.5	17	33.1	22.7	9.4
Professional, technical and kindred workers	42.1	52.0	58.3	9.9	23	7.9	6.2	4.6
Engineers, technical	4.8	5.6	6.2	0.8	17	0.6	0.6	0.4
Engineers, aeronautical	-	-	-	-	-	-	-	-
Engineers, chemical	0.2	0.2	0.2	-	-	-	-	-
Engineers, civil	0.9	1.1	1.3	0.2	22	0.2	0.2	0.2
Engineers, electrical	1.6	1.9	2.2	0.3	19	0.3	0.3	0.3
Engineers, industrial	0.5	0.6	0.7	0.1	20	0.1	0.1	0.1
Engineers, mechanical	1.2	1.3	1.4	0.1	8	0.1	0.1	0.1
Engineers, metallurgical	0.1	0.1	0.1	-	-	-	-	-
Engineers, mining	-	-	-	-	-	-	-	-
Other engineers, technical	0.3	0.4	0.4	0.1	33	0.1	0.1	-
Natural scientists	1.1	1.5	1.6	0.4	36	0.4	0.1	0.1
Chemists	0.4	0.5	0.6	0.1	25	0.1	0.1	0.1
Agricultural scientists	-	-	-	-	-	-	-	-
Biological scientists	0.2	0.3	0.3	0.1	50	0.1	-	-
Geologists and geophysicists	-	-	-	-	-	-	-	-
Mathematicians	0.2	0.3	0.3	0.1	50	0.1	-	-
Physicists	0.2	0.3	0.3	0.1	50	0.1	-	-
Other natural scientists, n.e.c.	0.1	0.1	0.1	-	-	-	-	-
Technical workers and specialists (excl. medical and dental)	6.4	7.7	8.7	1.3	20	1.3	1.0	1.0
Draftsmen	1.1	1.4	1.7	0.3	27	0.3	0.3	0.3
Structural design technicians and related specialists	0.1	0.1	0.2	0.0	100	0.0	0.1	0.1
Electro and mechanical engineering technicians	2.3	3.0	3.2	0.7	30	0.7	0.2	0.2

MATH ACTIVITY SHEET

Objective 20. The student will forecast the job market for future yeare.

Introduction to the Teacher: With this objective, we hope to teach students that the job market is constantly changing and that sound career planning will take these changes into account.

Math Focus: The mathematics focus for this objective is to have the students look at the achievements in math, the new job markets created, and the job markets out-dated by these achievements.

Math Activities:

1. A small group might organize their thoughts and do some reasearch to prepare a debate such as: "Increased technology has evolved many machines that can perform all the known mathematical computation; thus the study of mathematics has been outdated and job markets in the math field should be on a steady decline."

2. An individual student might explore the changing job market relating by graph the number of jobs available with respect to time. The purpose would be to establish the job trends and to project these trends for future years. Steep climbs or drops in the job market and their possible causes can be analyzed.

3. A small group given a specific job, would determine the job classifications, past and present, that would be called on to complete the task. The increase of job opportunities because of our increased knowledge, increased skills and increased needs should be seen.

Activity 1 and 2:
Filmstrip - Preparing for the Jobs of the 70's - Guidance Associates - OBS

Activity 3:
Manpower Requirements Interior Projections 1968-80 (Job Forecasts) Dept. of Labor - Library

Activity 4:
Our World of Work - booklet - SRA (Occupational Exploration Ket) - Library
Occupational Outlooks Handbook - Supt. of Documents - Library

ENGLISH ACTIVITY SHEET

Objective 2C The student will forecast the job market for future years.

Introduction to the Teacher: With this objective, we hope to teach students that the job market is constantly changing and that sound career planning will take these changes into account.

English Focus: The English focus for this objective is to show students how to develop the use of their imaginations both orally and written.

English Activities:

1. Pretend that you are Rip Van Winkle and that you have awakened in the year 2000. What difficulties would Rip have in finding a job?

2. Divide the class into groups. One group will list jobs that no longer exist; a second group will list jobs which will be needed in the future; a third group will forecast what the job market may be in ten or fifteen years.

Supplementary Activities:

1. Using cassette tapes have students record interviews with relatives, neighbors, etc. concerning their jobs (likes and dislikes) and their possibilities for job change.

2. Pretend that the student is living in the year 1776 and write a newspaper classified section of jobs needed in Boston, during this period.

SCIENCE ACTIVITY SHEET

Objective 2C The student will forecast the job market for future years.

Introduction to the Teacher: With this objective, we hope to teach students that the job market is constantly changing and that sound career planning will take these changes into account.

Science Focus: We hope to make students aware of what a job market is and the effect science has on it. Students should be made aware of the relationship between science and technology. Students should realize that new discoveries in science may create new jobs and careers. If a student prepares early for a job or career in science, he will most likely be prepared for new careers as they become available, with only slight additional training.

Science Activities:

Introductory Activities:

1. Class discussion--How have discoveries in science changed the role of the witch doctor?

Independent Activities:

1. Students may cut out classified job advertisements relevant to science, date them, and make a bulletin board. Each teacher will decide the period of time to be spent collecting. Teacher will lead a discussion on how the demand for certain jobs has changed and what factors affect the job market.

2. Whatever unit the teacher is in students will make a job list relevant to the area and explain how jobs have changed in the past and how they will change in the future.

Culmination:

Class will relate the scientific method to the creation of new jobs.

MATH RESOURCE OBJ. 2C ACTIVITY 2

	1966	1975	1980
Medical and other health workers	6.7	8.4	9.6
Dentists	0.3	0.4	0.4
Dietitians and nutritionists	0.1	0.1	0.1
Nurses, professional and student	2.6	3.3	3.8
Optometrists	0.1	0.1	0.1
Osteopaths	0.1	0.1	0.1
Pharmacists	0.4	0.4	0.4
Physicians and surgeons	1.1	1.3	1.4
Psychologists	0.2	0.3	0.3
Technicians, medical and dental	1.2	1.9	2.4
Veterinarians	0.1	0.1	0.1
Chiropractors and therapists	0.3	0.4	0.5

CONSTRUCT A BAR GRAPH USING THE FOLLOWING INFORMATION

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MATH RESOURCE SHEET

Objective 2C. The student will forecast the job market for future years.

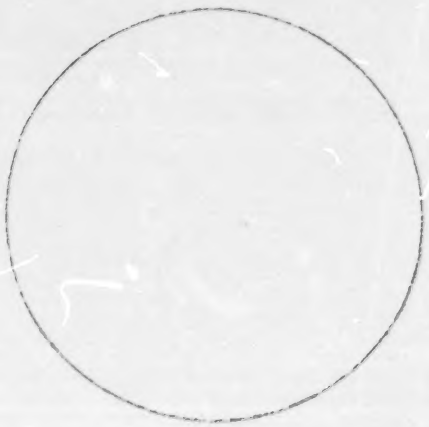
Name _____ Date _____

Activity 3.
In preparing for your future occupation, you will want to know what kinds of work will be available. At one time, there was no call for automobile mechanics, but blacksmiths were in great demand. Today, there is a little or no need for blacksmiths, while openings for car mechanics are abundant.

Draw a circle graph showing the work distribution in 1968 and a projection for 1980. Remember we are dealing with approximately 100 million workers.

1968 Distribution

Government	15%
Mining	
Manufacturing	25%
Agriculture	5%
Construction	5%
Transportation	
Utilities	
Communication	6%
Trade	20%
Business &	
Professional	19%
Finance	5%
	100%



1968 Distribution of Labor

1980 Distribution

Government	20%
Mining and	
Manufacturing	20%
Agriculture	3%
Construction	5%
Transportation and	
Utilities and	
Communication	5%
Trade	20%
Business and	
professional	22%
Finance	5%
	100%

1980 Distribution of Labor

Objective 2C Activity 3 Continued.

Using the two graphs list the jobs that will have increased opportunities, decreased opportunities, remain the same.

Increase	Decrease	Remain the Same

According to the graph, the percentage of workers engaged in Agriculture (increased, decreased) _____ %.

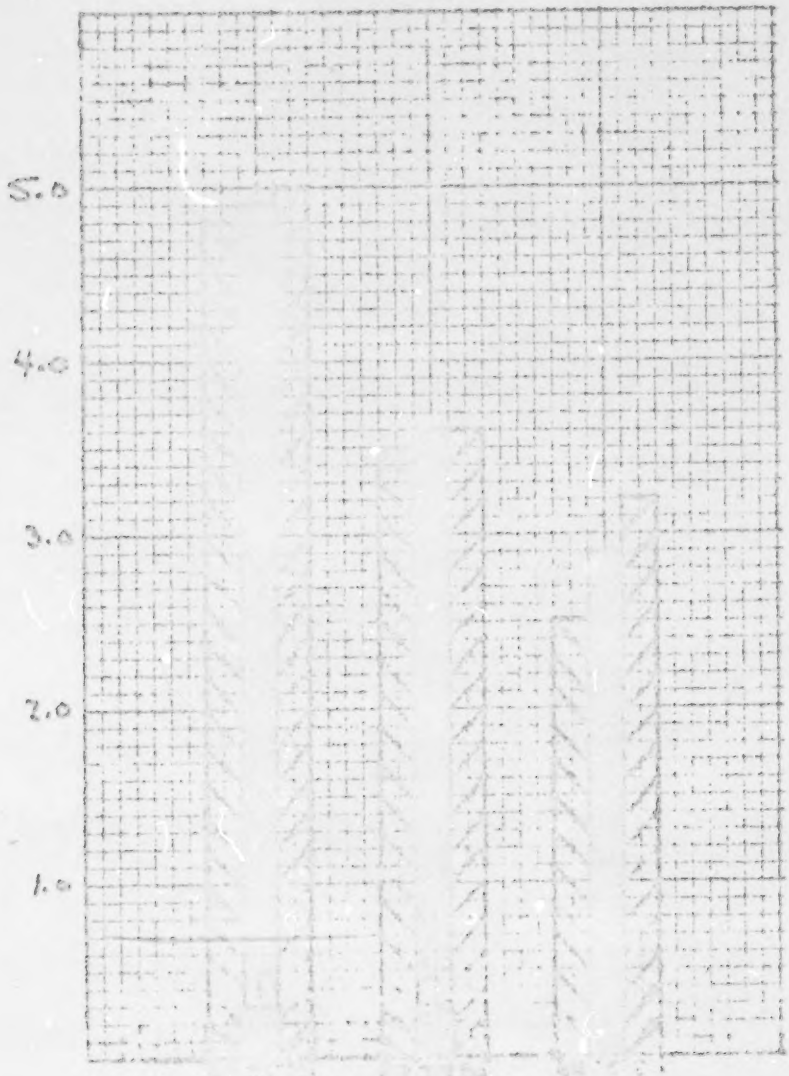
Determine the number of jobs lost or gained in this change in our total labor force.

Jobs requiring little education are on the (increase, decrease) according to the 1980 projection.

BJ. 2c ACTIVITY 3

ATH RESOURCE

OCCUPATION	1968	1975	1980
TEACHERS, ELEMENTARY	4.8	4.9	5.0
TEACHERS, SECONDARY	3.5	3.6	3.6
TEACHERS, COLLEGE	2.5	2.9	3.2



MAIN RESOURCE SHEET

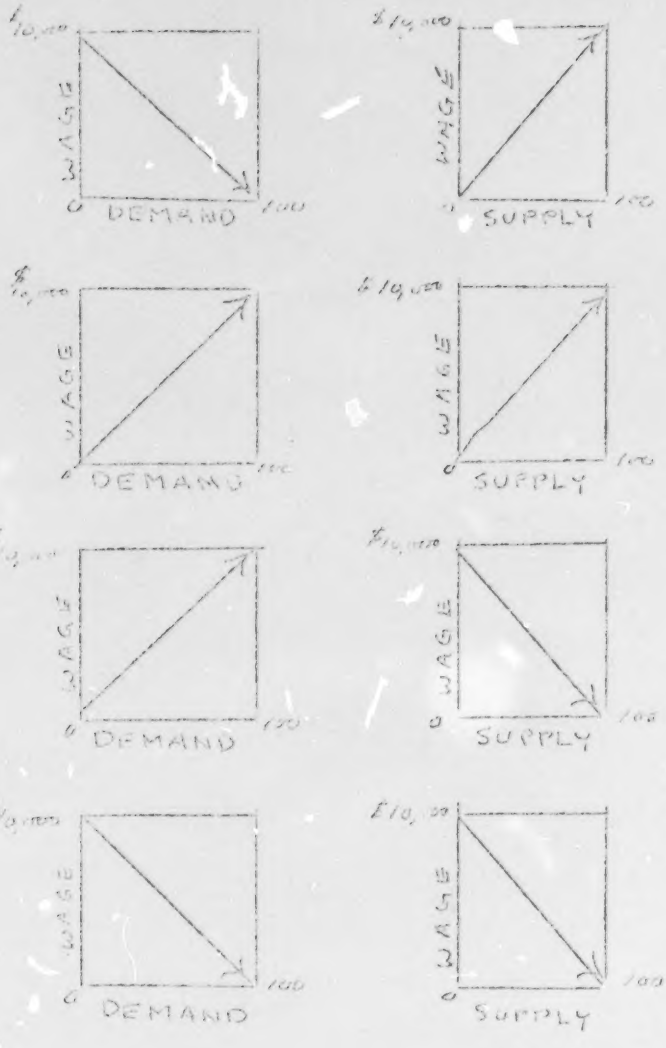
Objective 2C.

Name _____ Date _____

Activity 3

EFFECT OF DEMAND AND SUPPLY ON WAGES

After analyzing each pair of graphs, determine which pair would be a realistic representation of the effect of supply and demand on wages.



SCIENCE RESOURCE SHEET

Objective 2C

General Resources:

Activity #1 (Independent):

Class sets of newspapers can be obtained from: Herald Journal Circulation Dept. - Mr. Ralph Barden or Mr. Greg Horn - 473-7881 (Pick up at Clinton St. entrance.)

ENGLISH RESOURCE SHEET

Objective 2C The student will forecast the job market for future years.

Books and Filmstrips:

1. Contours of Change - U. S. Department of Agriculture - Library
2. Jobs in Your Future - Scholastic Book Services - Library
3. Occupational Outlook Handbook - Supt. of Documents - Library
4. "Job Opportunities Now" - filmstrip - SVE - Library
5. "The Odds on Tomorrow" - filmstrip - Kaufman and Assoc. - ORS
6. "Vocational Decisions" - filmstrip - SVE - ORS
7. "Preparing for the Jobs of the 70's" - filmstrip - Guidance Assoc. - ORS
8. "A Job that Goes Someplace" - filmstrip - Guidance Assoc. - Library
9. "Career Opportunities" - filmstrip - Denayer - Geppert Audiovisuals - Library

SOCIAL STUDIES RESOURCE SHEET

Objective 2C. The student will forecast the job market for future years.

Name_____ Date_____

Activity 1. True, False, or Not Enough Data

1. Government will hire more people during the 1970's.
2. More insurance policies will be sold during the 1970's.
3. More iron will be mined in the 1970's.
4. More buses will be needed during the 1970's.
5. More grain will be sold to China and Russia.
6. More homes will be built in the coming decade.
7. Industry growth rates will vary widely.
8. During the 1970's, job growth will be greater in the service-producing industries than in the goods-producing industries.
9. Fewer men will be employed than women in service-related jobs.
10. More minority groups will be employed in all sectors of the economy.

Indicate whether the statement is true, false, or there is not enough data to answer the statement. All answers refer to the chart.

Table 9A. NONAGRICULTURAL EMPLOYMENT, BY INDUSTRY,
ACTUAL 1960 AND 1965 AND PROJECTED 1980, SYRACUSE AREA
(In thousands)

Industry	1960	1965	1980	Percent change 1960-1965	Percent change 1965-1980
Total nonagricultural employment	182.5	221.1	278.5	21.2	26.0
Manufacturing	67.4	66.9	68.8	- 0.7	2.8
Durable goods	46.0	45.4	46.8	- 1.3	3.1
Nondurable goods	21.4	21.5	22.0	0.5	2.3
Nonmanufacturing	115.1	154.2	209.7	34.0	36.0
Mining	0.4	0.4	0.3	-	-25.0
Contract construction	7.5	11.3	15.0	50.7	32.7
Transportation and public utilities	12.6	14.1	15.8	11.9	12.1
Transportation	7.0	7.9	8.5	12.9	7.6
Utilities	5.6	6.2	7.3	10.7	17.7
Wholesale and retail trade	37.5	47.0	62.2	25.3	32.3
Wholesale trade	10.3	14.5	18.3	40.8	26.2
Retail trade	27.2	32.5	43.9	19.5	35.1
Finance, insurance, and real estate	8.6	10.7	14.0	24.4	30.8
Services and miscellaneous	24.2	35.0	54.4	44.6	55.4
Hospitals	4.2	4.3	5.7	2.4	32.6
Other services	20.0	30.7	48.7	53.5	58.6
Government	24.3	35.7	48.0	46.9	34.5
Federal	3.6	4.1	5.5	13.9	34.1
State	4.6	7.5	10.0	63.0	33.3
Local	16.1	24.1	32.5	49.7	34.9

MATH ACTIVITY SHEET

Objective 2D. The student will identify choices that have to be made in career education.

Introduction to the Teacher: Students should be aware that they are making career decisions constantly throughout their lives--by courses they select in school, hobbies they pursue, interests they develop, and part time jobs they select. Students should be aware, too, that many important decisions lie in the future, and that sound career planning demands that each decision be carefully made.

Math Focus: The math focus for this objective is to have the student realize the difference in varying fields which are available to a person with a math background. The focus will concern itself with the economics of the job and the education required.

Math Activities:

1. The whole class (or a small group) might choose a career and analyze jobs in that career as to the math required.

a. What jobs could they handle with their present math skills?
b. What new math skills are required for job advancement?
c. Compare the cost of obtaining these new skills.
d. Compare the cost of obtaining these skills with the increased income and benefits derived from the job advancement.

2. A small group could compare the income of two different approaches to career selection.

ie. Person A determined his career interest early and gradually progressed towards his goal.

Person B chose a job without concern to career interest and worked in many interest areas before making a specific choice.

3. An individual student can estimate the cost of education for preparing for certain jobs by:

a. choosing various vocations such as teaching, medical, secretarial,etc. and figuring out cost for preparation.
b. Writing to various colleges for cost of tuition, room and board, etc.
c. Finding at least four jobs for which apprenticeships are available. What is an apprenticeship? How much does an apprenticeship cost the apprentice?
d. Exploring the apprenticeship program of Central Tech High School. What benefits do these programs give? Make a report on your findings.

Activity 1.

Job Family Series - "Math in Work" - SRA - Occupational Information Kit - Library

School Counselor and Teacher - Occupational Information - Library

ENGLISH ACTIVITY SHEET

Objective 2D The student will identify choices that have to be made in career education.

Introduction to the Teacher: Students should be aware that they are making career decisions constantly throughout their lives--by courses they select in school, hobbies they pursue, interests they develop, and part-time jobs they select. Students should be aware, too, that many important decisions lie in the future, and that sound career planning demands that each decision be carefully made.

English Focus: The focus for this objective is stressing the importance of English skills.

English Activities

1. Make a blackboard list of choices the students make daily.

2. Make a list of basic English skills students need for any job. (See Resource Sheet for Basic Skills)

3. Examine English as a subject area and list what jobs it helps prepare a person for. (See 2 resource sheets)

Supplementary Activities:

1. Using the student's hobbies or part-time jobs, each student will determine how English skills help him in his hobby or job.

2. The teacher will provide a business letter filled with spelling, grammatical, and letter-form errors. The students will rewrite the letter correctly. (Carry over into interviews, salespeople, receptionist and other people who use oral skills)
(A business letter is supplied)

3. Invite a personnel manager to speak to the class about the English skills involved in a job interview.

SCIENCE ACTIVITY SHEET

Objective 2D: The student will identify choices that have to be made in career education.

Introduction to the Teacher: Students should be aware that they are making career decisions constantly throughout their lives--by courses they select in school, hobbies they pursue, interests they develop, and part time jobs they select. Students should be aware, too, that many important decisions lie in the future, and that should career planning demands that each decision be carefully made.

Science Focus: Now that students have a knowledge of careers in science and how science affects the job market, they should become aware of how participation in present hobbies relate to certain careers in science. They should also become aware of how they may develop new hobbies and interests from, participating in science activities. In brief, it is hoped the student will realize how science affects decisions he makes now and in the future.

Science Activities:

Introductory Activities

1. One student in class can select the most remote job from science he can think of. The class will try to defeat his selection by pointing out ways science does apply to that job.

Independent Activities

1. Student can select one of his hobbies and relate it to all possible areas of science.

2. Depending on what area of science the class is studying at the time, have students develop a hobby from that area of science.

Culminating Activities

1. Class discussion to clarify the purpose of the activities they have done.

SOCIAL STUDIES ACTIVITY SHEET

Objective 20. The student will identify choices that have to be made in career education.

Introduction to the Teacher: Students should be aware that they are making career decisions constantly throughout their lives--by courses they select in school, hobbies they pursue, interests they develop, and part time jobs they select. Students should be aware, too, that many important decisions lie in the future, and that sound career planning demands that each decision be carefully made.

Social Studies Focus: The Social Studies focus for this objective will be to identify choices from case histories. These case histories will give examples of choices individuals did or did not make and the individual or social consequences of these choices.

Social Studies Activities:

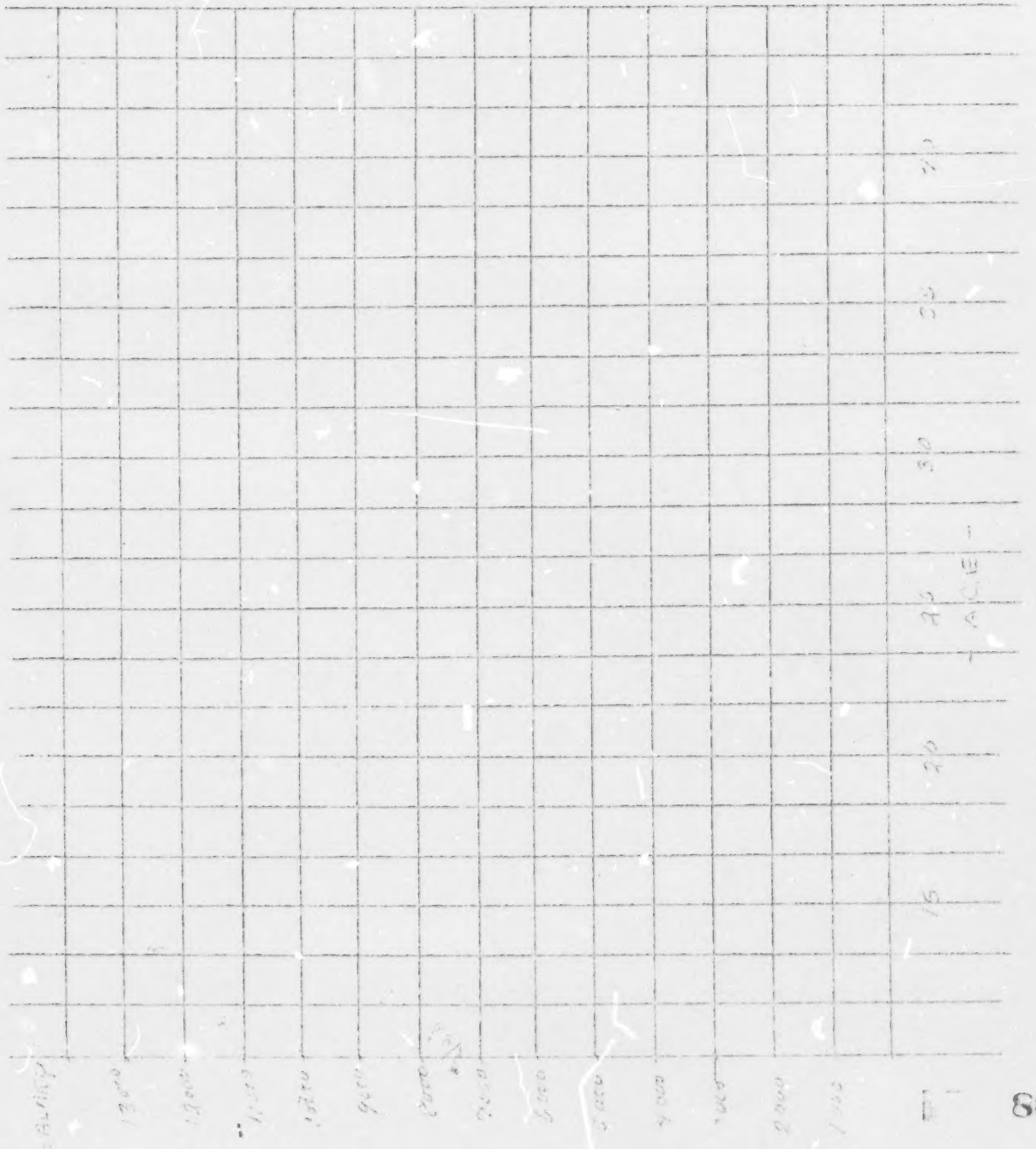
1. Have students read case studies--Answer questions in writing or orally as suggested. Have students list choices they may have to make in next few years.

2. Read through case studies break into groups. Have students discuss the stories. Make suggestions that tell how the people in case studies could have handled the situations differently. Do this as a group.

3. Individual--Have students read case studies and :
   a. Draw a series of cartoons illustrating the choices of people in the histories.
   b. Have individual write his own case study.
   c. Give students list of famous persons--have them write up a case study for one famous person.

MATH RESOURCE SHEET

Objective 2D
Activity 2



MATH RESOURCE SHEET

Objective 2D. The student will identify choices that have to be made in career education.

Name_____ Date_____

Activity 2.

Person A			Person B			Person C		
Age	Job	Salary	Age	Job	Salary	Age	Job	Salary
15	Candy Striper	$ 0	15	Candy Striper	$ 0	16	Sales Clerk	$1,800
17	Hospital Aide	$ 2,300	17	Hospital Aide	$ 2,600	19	Nurse's Aide	$4,800
21	Registered Nurse	$ 8,000	19	Nurse's Aide	$ 4,300	22	Bank Teller	$4,900
25	Head Nurse	$ 9,000	21	Licensed Practical Nurse	$ 5,700	26	Travel Clerk	$5,000
30	Instructor	$12,000	24	Registered Nurse	$ 9,000	30	Licensed Practical Nurse	$5,700
			35	Head Nurse	$ 9,000	35	Registered Nurse	$ 9,000

Chart the above information with respect to age and salary on the sheet provided.

What conclusions can you derive from the results?

MATH RESOURCE SHEET

Objective 2D. The student will identify choices that have to be made in career education

Name _____ Date _____

Activity 1. Determine the weekly salary for the following jobs

Career - Health

Weekly Salary	Jobs	Education Requirements	Salary Provided(Average)
$ 711.54	Physician	9yrs.College	$ 37,000.00
	Dentist	9yrs.College	$ 29,000.00
	Dental Hygenist	2yrs.beyond high school	$ 6,500.00
	Dental Assistants	1yr. beyond high school	$ 5,800.00
	Registered Nurses	4yrs.training	$ 8,000.00
	Licensed Practical Nurses	2 yrs. of high school	$ 5,700.00
	Medical Assistants	2yr. training	$ 7,000.00
	Surgical Technicians	Complete High School	$ 6,700.00
	Optometrists	6yr. training	$ 25,000.00
	Optometric Assistants	Complete High School	$ 6,500.00
	Pharmacists	5yrs. training	$ 14,000.00
	Podiatrists	6yrs.College	$ 18,000.00
	Chiropractors	4yrs.College	$ 21,000.00
	Physical Therapy Assistants	4yrs.College	$ 15,000.00
	Medical Laboratory Workers	4yrs.Training	$ 8,000.00
	Radiologic Technilogists	2yrs.Training	$ 5,800.00
	Medical Record Librarians	4yrs.Training	$ 9,000.00
	Dieticians	4yrs.Training	$ 13,000.00
	Hospital Administrators	6yrs.Training	$ 20,000.00
	Sanitarians	2yrs.Training	$ 11,000.00
	Veterinarians	6yrs.Training	$ 19,000.00

SCIENCE RESOURCE SHEET

Objective 2D

General Resources:

Job Family Series - 'Jobs in Science' - SRA (Occupational Exploration Kit) - Library

School Subjects and Jobs - SRA - Library (Occupational Exploration Kit

ENGLISH RESOURCE SHEET

Objective 2D The student will identify choices that have to be made in career education.

Activity #2

1) Reading Comprehension (main idea, etc.)

2) Writing clearly and logically

3) Speaking clearly and intelligibly

4) Spelling correctly

5) Knowledge of grammar and us (punctuation, capitalization, etc.)

6) Listening

Activity #3

A. Jobs where English is Essential to the Occupation:

1. Actor-Actress
2. Advertising copywriter
3. Anthropologist
4. Astronomer
5. Atomic Scientist
6. Aviator-Pilot
7. Bacteriologist
8. Biological scientist
9. Cartographer
10. Clergyman
11. Compositor
12. Copyreader
13. Court/convention reporter
14. Dentist
15. Dramatic coach
16. Editor
17. Editorial Assistant
18. Feature writer
19. Foreign Correspondent
20. Free-lance writer
21. Guidance Counselor
22. Historian
23. Home economist
24. Insurance salesman
25. Interpretor/translator
26. Lawyer
27. Music teacher
28. Registered nurse
29. Physical scientist
30. Political scientist
31. Proofreader
32. Psychiatrist
33. Psychologist
34. Public administrator
35. Public relations director
36. Radio/TV announcer
37. Radio director
38. Reporter
39. Researcher
40. Scenario/script writer
41. Secretary
42. Singer
43. Social worker
44. Sociologist
45. Stage director
46. Legal stenographer
47. Medical stenographer
48. Surveyor
49. Teacher-Pre-School, etc.
50. Telegraph operator
51. Telephone operator
52. Typist
53. Zoologist

ENGLISH RESOURCE SHEET

Objective 2D The student will identify choices that have to be made in career education.

Activity #2 (Supplementary)

BUSINESS LETTER

John Garboni
October 8 1972
Salina Street

Montgomery Ward
Albany N Y

Sir

A couple weeks back you sent me a sweter I ordered when I opened the box and looked at the sweter to my surprize I saw one sleave longer than the other. Please send me a new sweter if you don t immediatly I will take drastic action.

your friend

john S Garboni

ENGLISH RESOURCE SHEET

Objective 2D (Continued)
Activity #3

B. Jobs Where English is Important or Desirable:

1. Accountant
2. Air flight dispatcher
3. Stewardess
4. Airport manager
5. Architect
6. Artist
7. Baker
8. Bank teller
9. Barber
10. Beautician
11. Bookbinder
12. Bookkeeper
13. Brick mason
14. Building contractor
15. Bus driver
16. Butcher/ meatcutter
17. Buyer
18. Cameraman/photographer
19. Carpenter
20. Cartoonist
21. Cashier
22. Chemist
23. Dancer
24. Clothes designer
25. Crane operator
26. Salesman
27. Dental hygienist
28. Detective
29. Display designer
30. Draftsman
31. Ecologist
32. Engineer
33. Farm foreman
34. Farmer
35. File clerk
36. Forester
37. Geologist
38. Illustrator
39. Industrial designer
40. Insurance adjuster
41. Interviewer
42. Laboratory technician
43. Airplane mechanic
44. Auto mechanic
45. Milliner
46. Millwright
47. Molder-Patternmaker
48. Musician
49. Navigator
50. Oceanographer
51. Office worker
52. Painter
53. Optician
54. Payroll clerk
55. Physician
56. Plasterer
57. Plumber
58. Policeman-Woman
59. Politician
60. Production manager
61. Post office clerk
62. Radio operator
63. Real estate salesman
64. Radio technician
65. Receptionist
66. Safety engineer
67. Salesclerk
68. Sculptor
69. Ship captain/mate
70. Shoe repairman
71. Sports instructor/official
72. Tailor
73. Tool and Die maker
74. Travel guide
75. Tree surgeon
76. Truck driver
77. Undertaker
78. Upholsterer
79. Veterinarian
80. Watch repairman
81. X-ray technician

ENGLISH RESOURCE SHEET

Objective 2D (Continued)

Additional Resources

1. Do Your Dreams Match Your Talents? - SRA - Library
2. Occupational Exploration Kit - SRA - Library
3. School Subjects and Jobs - SRA - Library
4. "Career Opportunities" - filmstrip - Denayer-Geppert Audiovisuals - Library
5. See Library Resource file for possible personnel managers to speak to class

MATH ACTIVITY SHEET

Objective 3A The student will define the meaning of a 'skill'.

Introduction to the Teacher: The main aim of this objective is to help students see that skills...not people...are basically required to do a job or serve a working function. While some attention is given by employer to who a potential employee is, more attention is given to what necessary skills a person possesses.

Math Focus: The mathematics focus for this objective is to have the student realize that mathematics is a skill, and that certain jobs require this skill.

Math Activities:

1. Given a list of math skills the whole class will determine jobs available using individual skills or combinations of these skills. (Refer to Resource Sheet)

2. The whole class, given job titles, will discuss the possibility of one person qualifying for this job if this person was lacking computational skills. If you were an employer would you hire a person to do the job and another person to do the computations? How would this affect the salary provided?

3. A small group could derive a list of jobs requiring no computational skills.

   A. How do these jobs compare to jobs requiring computational skills incomewise?

   B. Does this person need any computational skills off the job?

General Math Resources:

Activity 1 and 2:

Job Family Series ("Jobs in Math") - SRA - Occupational Exploration Kit - Library

Occupational Outlooks Handbook - Supt. of Documents - Library

Encyclopedia of Careers and Vocational Guidance - Ferguson Co. - Library

Activity 3:

Getting Ready for Payday - Richards Co. - Library

ENGLISH ACTIVITY SHEET

Objective 3A The student will define the meaning of a "skill".

Introduction to the Teacher: The main aim of this objective is to help students see that skills...not people...are basically required to do a job or serve a working function. While some attention is given by employer to who a potential employee is, more attention is given to what necessary skills a person possesses.

English Focus: The English focus for this objective is looking at the individual so that he may pick out the necessary skills that will enable him to express himself clearly and logically, speak fluently, and make his ideas known.

English Activities:

1. Through open discussion the students will define a skill (meaning or meanings).

2. Given certain games (jacks, seven up, card tricks) students will demonstrate their pre-acquired skills.

3. Students can demonstrate or discuss skills they use daily, such as carrying on conversation on the telephone with people they do not know.

4. After reading the "Dubbing of General Garbage" have class decide which skills Herbie needed to carry out his role as General Grant. (See Resource Sheet for a list of Herbie's skills)

5. Explain the use of figurative language to the class (simile, metaphor, adjective, and adverb). Have the students describe a given object and then read their descriptions orally noticing different methods used to describe things.

SCIENCE ACTIVITY SHEET

Objective 3A The student will define the meaning of a "skill".

Introduction to the Teacher: The main aim of this objective is to help students see that skills...not people...are basically required to do a job or serve a working function. While some attention is given by employer to whom a potential employee is, more attention is given to what necessary skills a person possesses.

Science Focus: Students will acquire certain simple skills used by scientists and technicians. For example: lab skills involving measuring and working with instruments, making observations, calculations, classifying, graphing, and employing the scientific method.
Emphasis is placed on science content found in Chapter II of Principles of Science Book I.
(see resource materials for details)

Science Activities:

Class Activities: See resource materials for activities in detail.

1. Teacher will suggest various problems and the class will employ the scientific method to the solution of the problems.
   Examples:
   A. Black Box
   B. What factors affect the period of a pendulum? (rate)
   C. How do you create a measurement system?
   D. What is the relationship between heat, pressure, and temperature?

2. The teacher will introduce systems of measurement, units and standards.

3. "The metric system on, in and around your textbook."

   A. Student will measure length, width, and height of his textbook in mm., cm., meters, etc.

   B. Student will determine area and volume of his textbook.

   C. Given a sheet of shelf paper, the student will design and prepare a book cover for his textbook.

4. "Leafing into the Metric System"--Given an irregularly shaped, flat object and a sheet of graph paper students will determine the area of the object.

5. Student will determine the volume of an irregular shaped object by water displacement method.

SOCIAL STUDIES ACTIVITY SHEET

Objective #6: The student will define the meaning of a "skill".

Introduction to the Teacher: The main aim of this objective is to help students see that skills...not people... are basically required to do a job or serve a certain function. While some attention is given by employers to who a potential employee is, more attention is given to what necessary skills a person possesses.

Social Studies Focus: The social studies focus for this objective is looking at the social importance of skills, to help the students see that modern day urban living depends on many workers who possess skills for which they have been trained.

Social Studies Activities:

Whole Class: 1. Students will go over list of skills. Students will be asked to complete a list of twenty skills that a person could acquire in urban situations.

Small Groups: 2. Students will go over list of skills and draw up a list of skills learned and or needed in urban living.

Individual or Whole Class:
3. Students will go over lists of skills:

a. Student will select a specific job or career and research what skills are needed for that job--(in library--go talk to person on job, etc.)

b. From studies about the city of Syracuse student will list skills needed to maintain city services.

c. Select a person who works in city government. Interview the person and ask the person what skills they need to do their job.

d. A student will write a play showing what would happen in a city where services were attempting to be performed by people with no skills, (etc.)

4. Student will be given questionnaire and asked to interview one or more persons. The person could be a student, school personnel, person on street, person in government, industry, etc.

a. Class analyzes by category and draws up composite list of skills of people interviewed. And students will list skills most often identified as helpful to society.

b. Students work in small groups to draw up composite lists.

c. Individuals will complete a version of questionnaire and apply to themselves.

General Social Studies Resources
1. Activity 3A.B.C - See Public Services Section of Library Resource File for possible persons to interview.

2. Activity 4. See Library Resource File for more persons to interview, i.e. Homemaking, Medical Center, Community Schools, etc.

MATH RESOURCE SHEET

Objective 3A The student will define the meaning of a "skill".

Name _____

Activity #1

FROM THE FOLLOWING LIST OF SKILLS CHOOSE THE ONES THAT ARE REQUIRED BY EACH JOB BELOW:

+, -, x, ÷	Graphing	Trigonometry
Using fractions	Equation solving	Statistics
Using decimals	Problem solving	Computer math
Using percent	Logic	Calculus
Measurement	Geometry	Topology

Sales Clerk	Architect	Nurse	Aerospace Engineer
+, -, x, ÷ Decimals Percent Measurement			
Plumber	**Lawyer**	**Accountant**	**Meteorologist**
Insurance Analyst	**Dress Maker**	**Farmer**	**Policeman**
Doctor	**Social Worker**	**Draftsman**	**Hotel Manager**

Continuation of Class Activities

6. Given diagrams of the three temperature scales (Kelvin, Celsius, Fahrenheit) students will develop concepts of relationships and learn to make conversions.

7. Student will perform a simple lab procedure measuring temperature of crushed ice as it melts. He will collect data in table and graph the relationship between temperature change and time.

8. Selecting problem D from activity one in introductory activities, students of three or four in groups will perform an experiment to determine the relationship between heat, pressure and temperature.

9. Classification Activity

10. Rock classification
    A. Physical properties
    B. rocks vs. density

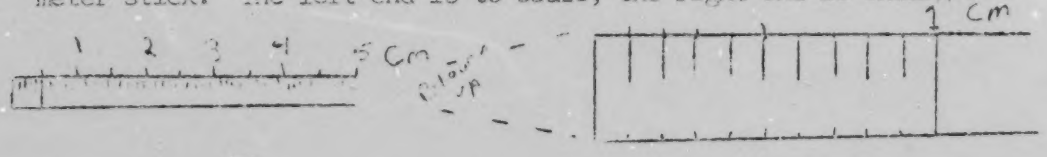
SCIENCE RESOURCE SHEET

Objective 3A: The student will define the meaning of a "skill."

Name _____ Date _____ Class _____

Activity #1 The Metric System--On--In--And Around Your Textbook

Introduction: 1A The purpose of this activity is to help you develop a working knowledge of the metric system. The world of science measures in the metric system and perhaps before long the U.S. will switch entirely from the English to the metric system. Instead of referring to yourself as so many feet tall, you will say you are so many centimeters tall. Let's review a little about the metric system before you begin this activity. You will be measuring length, width, and height, which are all measures of distance. Below is part of a meter stick. The left end is to scale, the right end is enlarged.



Answer the questions below:

1. The distance from letters A-B represents 1 _____.
2. The distance from letters A-C represents 1 _____.
3. If an object had a length from letter a to letter D it would be _____ mm _____ cm.
4. How many mm. are in 1 cm.? _____
5. How many cm. are there in one meter? _____ (Look at your meter stick on you desk.)
6. How many mm. are there in one meter? _____ (Did you count them all or use your head?)

Method

1. Measure the length, width and height of your science book. Record your data (measurements) in the table under Observations below.
2. Pick up a sheet of paper from the front of the room. Measure the length and width of your paper and record data under Observations below.
3. When you have finished all your measurements, recorded them and answered the questions under Observations you may use the paper to cover your science textbook.
   a. Place book on paper and fold paper over. Stick with tape.

NOTE: DO NOT ATTACH TAPE TO THE BOOK ITSELF.

SCIENCE RESOURCE SHEET

Objective 3A: The student will define the meaning of a "skill."

Name_____ Date_____ Class_____

Activity #3: Volume of an Irregularly Shaped Object

Introduction: To determine the volume of a regularly shaped object you must measure its length, width, and height and then multiply these 3 values. The mathematical formula to determine volume is: V = L x W x H, and the unit of volume is always cubed. All objects do not have a regular shape, however. How would you determine the volure of a chair, a rock, a lamp or your body even? All of these objects take up a certain amount of space, but how much space? What is their volume? There is a way to determine their volume without measuring. It involves a principle of science first discovered by a Greek named Archimedes. Actually, it is not too difficult to grasp!! What happens when you fill a bathtub to the very top just so no water spills out and you get into the tub? Since you and the water can not be in the same place at the same time and the water is free to move, it does just that. If you completely submerged yourself in the water, how much water would spill out? The same as the space your body takes up which is known as the volume of your body. This in a sense is known as Archimedes principle and he is supposed to have discovered this principle by filling his tub too full!!

We will try this priciple out in this activity , but because of a shortage of bathtubs in the lab, we will determine the volume of a smaller object like a rock.

Method:

1. Pour water into a beaker until the beaker is about half full. Mark the water level in your beaker with a wax pencil.
2. Tie a string around your rock.
3. Gently !! lower your rock into the beaker of water. What happens to the water level in your beaker?

_____

4. Mark the new water level with the wax pencil.
5. Remove the rock from the beaker. *let the water drip off the rock !!
6. The water level should now be back at the 1st mark.
7. Fill a graduated cylinder to the 25 ml. mark.
8. Pour water from the graduated cylinder into the beaker until the water level is at the 2nd mark. How much water did you have to pour in? _____

*Note: The space between your 2 marks on the beaker represents the amount of space your rock took up or its volume.

Objective 3A Activity #3 Continued

Questions:

1. What was the volume of your rock? _____ ml.
2. If 1 ml. of water equals 1 cm^3, what was the volume of your rock in cm^3? _____ cm^3
3. An object which sinks in water displaces an amount of water equal to its own _____.
4. The metric unit of volume for a solid is _____.
5. The metric unit of volume for a liquid is _____.
6. What is the volume of a piece of lead which displaces 48 ml. water?

_____

SCIENCE RESOURCE SHEET

Objective 3A: The student will define the meaning of a "skill."

Name _____ Date _____ Class _____

Activity #4 Weight and Mass

Introduction: You all know what you weigh in pounds. This is using the English system of measurement so we will want to know what you weigh in the metric system. The units of weight in the metric system are grams and kilograms. A gram is a very small unit of weight and the instrument used to measure weight in the metric system is very sensitive so you will not be able to weigh yourself on it, but we have another method for you. Besides learning how to use a lab balance scale in this activity and learning about the metric unit of weight, you will learn the difference between weight and mass. Mass is the amount of material in an object (like the number of molecules). Weight depends on Mass but it also depends on the force which pulls an object toward the earth. This force is known as gravity. The force of gravity for the Moon, Earth, and Sun is not the same. Larger objects have a greater force. On Earth, Mass and Weight is the same. If an object was moved from the earth to the moon the mass would remain the same but the weight would change.

Method:

1. Pick up a balance scale as demonstrated by your teacher. Be careful, remember, these instruments are fragile and expensive !! Take balance to your table and examine it. You will notice 2 or 3 scales depending on your model.

2. Notice there are 2 pans on most of the scales and an arrow which floats when pans move.

This arrow must always be on the center line for the scales to be accurate. If it is not on center line have your teacher show you how to adjust it !!

3. When weighing an object, always place the object on the left pan Gently !!

4. Now pick up your rock on your desk and gently place it on the left pan.

5. Start with the smallest scale and slide the weight to the right until the arrow balances at the center line. If the right pan does not move, slide small weight back and move heavier weight to right until the right side goes down. If arrow does not balance, go back and move little weight also.

SOCIAL STUDIES RESOURCE SHEET

Objective 3A: The student will define the meaning of a "skill".

Interview for Some Adult

WHAT IS A JOB?

DATE_____

Part A.
Interview an adult--perhaps one of your parents or a neighbor--concerning his or her job. The questions on this record sheet may be used as an outline for the interview.

1. What is the name of your job? _____

2. What do you do in your job? _____

3. What educational skills do you need? _____

4. What physical skills do you need? _____

5. What social skills do you need? _____

6. What interests are involved? _____

7. How did you prepare for your job (education and training)? _____

8. What school subjects have been most useful to you? _____

9. What are some of your working conditions? _____

10. What are some things you like about your job? _____

11. What are some things you dislike about your job? _____

What is a Job?
Part a (Continued)

12. Other information _____

_____

_____

Part B. For Student to Answer

What skills would you need to learn to do this job well?

_____

_____

_____

_____

_____

_____

_____

ADDENDUM TO 7TH - 8TH GRADE INTRODUCTORY BOOKLET

9TH GRADE G.O.O.P.

To: Junior High School Personnel

This booklet is intended as an introduction to the Guided Occupational Orientation Program for the 9th grade.

The ninth grade program is written to follow the 7th and 8th grade units on a conceptual basis. Much of the background information on career education is noted in the 7th - 8th grade G.O.O.P. introductory booklet which teachers already have.

Those of us who prepared materials for the kits firmly believe in and recognize the need for occupational education and we sincerely hope that our colleagues throughout the district will share our feelings.

Hopefully, the 9th grade curriculum will be helpful to teachers who feel a need for career information in their classrooms. Much of the materials contained in the 9th grade unit are results of our classroom experiences. Our major goal is to help Syracuse's students to begin serious thinking and planning toward their eventual place in the world of work. Any instruction and help which furthers this goal has its place within the program.

Writing Team
Guided Occupational Orientation Program

English Teachers:	Leo Sweeney - Eastwood Tish Collins - H. W. Smith Lyman Pelkey - Grant
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Science:	Joan Cregg - Clary
Math:	Steve Lutwin - Shea
Guidance:	Ron Speach - Blodgett
Occupational Resource Specialists:	Bob Brown Ron Cocciole Jerry Van Vooren
Assistant Director, Occupational & Continuing Education:	Anthony Creme

To: Junior High Teachers:

The 9th grade kit is designed around three options:

1) Career Education - Subject Related Kit.
2) A Student Booklet - in workbook format.
3) Careers Unlimited Booklets - An open ended series of ideas on projects for students and teachers.

The first option is written in a kit format consistent with the 7th and 8th grade programs. Guidance type activities are found in Goals 1 and 4, and academic subject area activities (English, Math, Social Studies, Science) are found in Goals 2 and 3.

Option two is a compendium of activities written for the student. This may be compiled by the teacher in workbook form.

Option three may be used as a complete program by itself. However, it is probably more valuable as a resource to either option one or option two. The Careers Unlimited booklets are categorized by interest fields and subject areas. Color coding is as follows:

Green	-	English
Pink	-	Math
Yellow	-	Science
Blue	-	Social Studies

Option one is the kit itself. Options two and three are contained within the kit. They are placed in the back area of the box.

The following are the 9th grade program goals. You will also find these listed on a sheet taped to the inside cover of the Kit.

Goal 1. The student will make a self-evaluation.

a. The student will evaluate or re-evaluate his interests, abilities, and needs as related to a career selection.

Goal 2. The student will identify different methods of job categorizations as they relate to curriculum.

a. The student will explore job categories by people, data-ideas, things.

b. The student will explore job categories by interest areas.

c. The student will explore job categories by clusters.

Goal 3. The student will explore available opportunities for a proper job selection.

a. The student will identify and use available tools in job selection.

b. The student will be exposed to career oriented school and work opportunities.

c. The student will demonstrate how he will support himself until reaching his career goals, including a saleable skill at high school graduation.

Goal 4. The student will develop a process from what he has acquired in career education to investigate and select high school and post high school plans.

a. The student will list his interests.

b. The student will list the categories of work that appeal to him.

c. The student will explore the opportunities that are available in finding out and preparing for jobs.

d. The student will list saleable skills.

e. The student will write out tentative future plans for the tenth grade and other segments of the future he is interested in.

Time Requirements

Time requirements for the 9th grade segment of the Guided Occupational Orientation Program are flexible and should vary from school to school. Materials provided are adaptable to almost any format the individual teacher may desire to implement. One may approach the career program from a total classroom approach, small group work, or independent study. Time spent on the program is up to the discretion of the teacher.

Credit

Secondary school credit will still be granted for successful participation in the Guided Occupational Orientation Program. It will be granted by each student's 'Advising Teacher' who may consult with other faculty members about particular students.

Implementation Workshops

The Guided Occupational Orientation Program will start at a different date in each junior high school. Anthony Creme, Project Director, will find suitable dates by consulting principals. While the principals are formally responsible for implementation of the program in the schools, project personnel will conduct orientation sessions, necessary workshops, and will help principals in meeting with school faculties to start to operate the program.

Teacher Representatives

Each of the Junior High Schools will have at least one teacher representative for the Guided Occupational Orientation Program. This person will have coordinating responsibilities and will be an invaluable aide to the principal in the implementation of the program in the school.

Curriculum Overview

Materials have been prepared so that teachers may follow many different approaches. Instead of a single curriculum guide there are sets of activities, resources, and objectives which can be adapted by individual teachers in a variety of ways.

The material prepared for classroom use is collected in the 9th grade kit. Though materials contained within the kit proper vary from subject to subject, they all follow a central format.

1. List of objectives and goals for the program.
2. Suggested activities for pursuing selected objectives.
3. Resources to help teachers develop activities.

Replacements for materials in kits, additional copies of some items, and other resources are available through the project office at Levy School, Extension 353.

Project Personnel

Project Director	Anthony Creme, Levy School,	Ext. 353
	Robert Brown	- Ext. 353
	Ronald Cocciole	- "
	Marilee Fossaceca	- "
	Mary Jane Fogerty	- "
	Gerald Van Vooren	- "

YOU?

NINTH GRADE CHECK LIST

This sheet is intended for teacher or advisor to review completed goals and objectives.

	Complete	Incomplete
Goal 1. The student will make a self-evaluation.		
a. The student will evaluate or re-evaluate his interests, abilities and needs as related to a career selection.		
Goal 2. The student will identify different methods of job categorizations as they relate to curriculum.		
a. The student will explore job categories by people, data, ideas, things.		
b. The student will explore job categories by interest areas.		
c. The student will explore job categories by clusters.		
Goal 3. The student will explore available opportunities for a proper job selection.		
a. The student will identify and use available tools in job selection.		
b. The student will be exposed to career oriented school and work opportunities.		
c. The student will demonstrate how he will support himself until reaching his career goals, including a saleable skill at high school graduation.		
Goal 4. The student will develop a process from what he has acquired in career education to investigate and select high school plans.		
a. The student will list his interests.		
b. The student will list the categories of work that appeal to him.		
c. The student will explore the opportunities that are available in finding out and preparing for jobs.		
d. The student will list saleable skills.		
e. The student will write out tentative future plans for the tenth grade and other segments of the future he is interested in.		

SURVEY SUMMARY SHEET

NAME_____

GOAL 1 The information that you will put on this page will come from the evaluations that will be given by your guidance counselor or teacher. These are not tests. Therefore they cannot be graded. The results you record might change in a very short period of time. The purpose of these evaluations is to start you thinking about yourself.

INTEREST AREA SURVEY

Areas of greatest interest_____

_____

_____

reas of greatest interest_____

_____

_____

EEDS AND SATISFACTION SURVEY

EEDS

. Needs for security, physical and psychological safety_____

. Need for affection (love) _____

. Need for self respect, prestige, independence, respect for others _____

. Need for knowledge and understanding, making the most of one's self _____

SOCIAL STUDIES HIGHLIGHTS

GOAL 1 The following activities will help you make a self-evaluation of your interests, abilities and needs. The evaluations you take cannot be graded but are only a means of finding out more about yourself.

____1a. Keep a Slam Book. But this will have the serious purpose of really having people write down their impressions of you.

b. OR Construct a series of sketches about important moments in your life. This can be kept lide a biography. It can be personal and need not be shown to others. Try to explain how you see yourself and what events have influenced you.

____2. Review the various profiles you have taken: interest, needs, etc. and make up a weries of questions yourself and give these profiles to two other people. Discuss the results. Each person should them make up their own profile.

____3a. Make a complete list of all the things you can do. Evaluate how well you can do each thing.

b. Add to this list all the things you would like to learn to do. Evaluate how well you would like to learn to do them.

c. Decide yow you could go about learning the things you want to learn.

____4. Make a collage of all the things that interest you or make a series of drawings that show the things that interest you.

____5. Go to the library and select one biography(book, magazine, reference book) that is about a person whom you admire. Read the material and explain in a one page report why this person is someone you would like to be like.

____6. Think about the classes you are taking. Make lists of the things you are learning that you like, the things you are learning that you don't like, the things you are learning that will help you all your life. Add to these the things you are learning elsewhere.

GUIDANCE HIGHLIGHTS

Goal 2 Doing the following activities in Guidance will enable you to explore different ways that jobs are grouped. This is done for many reasons--to find information easily, to put interests into categories, etc. The activities are grouped three ways:

a) people,data-ideas, things
b) interest areas
c) clusters

Activities:

___1. Along with the help of a teacher, librarian or your guidance counselor, write an explanation of each of the three categories (people, data-ideas, and things).

___2. Pick out four jobs you are interested in and see which categories they fit and explain why: (people, data, and things).

___3. List eight interest areas and three jobs that would be in each area (interest area).

___4. List the clusters and their meanings (see counselor or librarian)

___5. Think of four people you know personally that each have a different job. List the four jobs and see what interest area, cluster, (people, data, and things) category in which they fit.

___6. Think of a favorite T.V. program or movie and list the jobs the characters in that story play. (e.g. Gunsmoke-Marshall Dillen, police officer, Doc-Doctor, Sam-bartender and storekeeper). Now determine the interest area, job category and cluster which fit these jobs.

___7. Think of five neighbors or friends of the family and list their jobs (ask them if you are not sure). Then determine what cluster, interest area, and category (people, data, things) fit these jobs. You may want to interview these people and ask them if they feel these fit their jobs. (groupings)

ENGLISH HIGHLIGHTS

GOAL 2 The following activities in English will enable you to explore different ways that jos are grouped. This is done for many reasons--to find information quickly, to put interests into categories, etc. The activities are grouped three ways:
a) people, data, and things
b) interest areas
c) clusters

Activities:

___1. The student will bring a newspaper and cut out articles grouped according to dealing mainly with people, data, and things.

___2. Give any short story in Value or Vanguard books. Make a list of people in the story, things in the story and main ideas in the story.

___3. Given the following hypothetical situation the student will come up with a solution by placing themselves in the situation. (see resource sheet)

___4. Make a collage showing interests you have.

___5. Read the play "West Side Story" and determine why the groups felt the need to fight. What abilities did the members of the gangs possess? What was their main interest? Why do you feel kids join a gang? Why do you feel kids join any kind of a group?

___6. Interview a number of people and ask them the following information. Then add up the "yes" and "no" answers for each question.
a) Are you happy with your career?
b) Did your interests in high school prepare you for your present career?
c) Did any skills you possessed in high school prepare you for your present career?
d) Did high school help you develop your abilities for your career?
e) Did your needs force you to make a job choice?

COMMUNICATIONS AND MEDIA CLUSTER

___10. a) What are the methods of communication in our society?
b) Is news interpreted by many different sources?
c) What would cause a news story to become slanted.
d) Is it possible to tell both sides of a story? Why?
e) What kind of news sells?
f) Why do people color different stories with different words?
g) Make up a news story of an event that will occur in the year 2000.
h) Make a collage showing photos that center around any theme you wish.
i) Interview any person involved in this cluster and ask questions about their career.

FINE ARTS AND HUMANITTIES CLUSTER

___ a) List the common things in all the jobs below.
artist, poet, musician, writer, dancer, actor
b) All of the above work areas might deal with creative thinking. Define

creativity. Write any <u>one</u> of the following: poem, short story, play, dance, musical score.

___ c. Choose any current song you know and answer the following questions:
1. What is the purpose or theme of the song?
2. What is the story line of the song?
3. How does the musical tone vary?
4. What is needed to write a song?
5. What preparation or experience do you need for being a musician?

____ d. Answer the following questions:
1. What makes a dance popular?
2. Do all cultures dance?
3. Why do people dance?
4. What do you think dancing is an expression of?
5. Why do you dance?

___ e. Interview a person involved in the Fine Arts cluster.

CONSUMER AND HOMEMAKING

___ a. Go to a number of grocery stores and make a list of grocery items showing prices.
___ b. Call the better business bureau to check the reputation of a product.
___ c. Make a poster showing different ads and comparative prices.
___ d. Write a report using "Consumer Magazine" as a basis for your criticism of a product.
___ e. Make a collage showing false advertising.
___ f. Interview a person involved in your cluster who is already working on the job (dietician, advertiser)

PERSONAL SERVICE CLUSTER

___ a. Write a letter to a cosmetology or barber school asking for information leading to a career in barbering or cosmetology.
___ b. Write a short summary of methods of embalming.
___ c. Interview someone in the cluster who is involved in a job you are interested in.

GOAL 2 English(c nt'd) ENGLISH HIGHLIGHTS

List all jobs available in Communications and Media and fill in the information below:

JOB	DUTIES	PAY	BENEFITS
News announcer			
Cameraman			
Disc jockey			
Newswriter			
etc.			

List all the jobs available in the Fine Arts and Humanities Cluster:

JOB	DUTIES	PAY	BENEFITS
Professional singer			
Song writer			
Author			
Novelist			
Actor, actress			
Poet			

Fill in the following information in the Consumer and Homemaking cluster:

JOB	DUTIES	PAY	BENEFITS
Home economist			
Dietician			
Food advertiser			
Interior decorator			

Fill in the following information in the Personal Service Cluster:

JOB	DUTIES	PAY	BENEFITS
Barber			
Cosmetologist			
Waitress			
Stewardess			
Funeral director			
Doorman			

MATH HIGHLIGHTS

GOAL 2 Doing the following activities in math will enable you to explore different ways that jobs are grouped. This is done for many reasons--to find information easily, to put interests into categories, etc. The activities are grouped three ways:
a) people, data-ideas, and things
b) interest areas
c) clusters

Only four clusters have been selected for concentration in math activities. The clusters are: construction, business and office, marketing and distribution, consumer and home. The following activities are suggested for your use. After each item, the categories of emphasis will be listed.

___1. Copy a recipe from a cookbook for a main dish and then rewrite the recipe to serve 100 people. (things, scientific, consumer)

___2. Measure 10 objects using a yardstick and a meter stick. (things, scientist, construction)

___3. Buy carpeting for three rooms in your house, given the cost per yard of the carpeting, measure to find the area of the room. (things, artistic, consumer)

___4. Teach youself how to type. (people, clerical, business)

___5. Determine the amount of paint and money necessary to paint the outside of your house. (things, outdoor, construction)

___6. Plan and determine the cost of construction of a small shed in your yard. (things, outdoor, construction)

___7. Plan an advertising campaign to inform Syracuse about the metric system. (people, persuasive, marketing)

___8. Draw a blueprint of an item and build it to scale at home or in shop. (data, mechanical, construction)

___9 Select a room in your home and use math to plan a complete redecoration. Estimate all costs. (things, artists, consumer and home)

___10. Start your own business and keep records of time worked, money spent, money earned, etc. (data, clerical, business)

___11. Plan the making and cost of a summer wardrobe. (things, artistic, consumer)

___12. Learn how to use various business machines available in the school office. (adding machine, ditto, etc.) (things, clerical, business)

___13. Plan an advertising campaign for a new type of insurance (for baldness, lion bites, bear traps, tank accidents, etc.) (people, persuasive, marketing)

___14. Construct a bar graph of the daily absences in your school for three weeks. (data, clerical, business)

SCIENCE HIGHLIGHTS

GOAL 2 The following activities in Science will enable you to explore different ways that jobs are grouped. This is done for many reasons--to find information easily, to put interests into categories, etc. The activities are grouped three ways:
A) people, data-ideas, things
B) interest areas
C) clusters - In Science only 4 clusters will be used - environment, health, hospitality, recreation and marine science

Activities:

The following activities are suggested for your use. After each item in parentheses will be information showing how the activity can be categorized (Ex. A. people, B. outdoor work, C. health)

Note: Please contact the ORS office for all field trip information. Phone: 474-6031 Ext. 353

__1. Visit a hospital or nursing home and list the ways science helps people (people, scientific work, health)

__2. Take a blood sample and identify the blood type (data, scientific, health)

__3. Keep an ant colony in some sawdust under glass and observe daily (things, scientific, environment)

__4. Take a field-trip to a nearby stream, pond or field area. List the plant and animal life seen(things, scientific or outdoor work, environment)

__5. Visit the zoo and list the animals, their characteristics and conditions. Write an article for the school newspaper(things, outdoor work, environment)

__6. Grow a plant or plants in the lab and write up the results in correct form according to: purpose, materials, procedure, observations and conclusions(data, scientific, environment)

__7. Interview your local pharmacist or school dietician to see how they use science in their work(people, scientific, health)

__8. Invite a speaker from a local union through the ORS office(phone 474-6031 Ext. 353) to speak to the students on how sciences are needed in their profession(people, mechanical work, construction)

__9. Write and give a lecture to the class on some ecology issue, trying to persuade them to use(or not use) a particular product(things, persuasive work, consumer and home)

_10. Talk to your guidance counselor about the Upstate Medical Program. Enroll in it if it interests you(people, social services, health)

_11. Visit the V.A. hospital through the ORS in the medical art section (things, artistic work, health)

_12. Select 10 songs that could be taped and played in either a doctor's office or nursing home(things, artistic work, hospitality, recreation)

Goal 2 Science(con'd)

___13. Invite a ski instructor or scuba diver to speak about science skills needed (people, outdoor work, marine science).

___14. Invite a local landscater to talk about the business with a follow-up field trip (things, outdoor work, environment)

___15. Investigate a unit on methods of body disposal in death (Ex. cremation, mummy). Invite a funeral director to your school (people, scientific, health)

___16. Do a reaearch project of sewage treatment in your community. (data, scientific, health)

___17. Using the water testing kit in your science department, test 5 or more elements in the water and make a bar graph, using different colors to explain your graph (data, scientific, health

___18. Do a study on 2 or 3 industrial plants in the area. Find out what anti-pollution devices are used and how effective they are Write up this study (data, literary or scientific, environment)

___19. Build a radio, using a manual (thing, machanical, recreation)

___20. Draw up a detailed plan for the landscaping of your yard. (data, machanical or outdoors, environment)

SOCIAL STUDIES HIGHLIGHTS

GOAL 2 The following activities in Social Studies will enable you to explore different ways that jobs are grouped. This is done for many reasons--to find information easily, to put interests into categories, etc. The activities are grouped three ways:
A) people, data (ideas), things
B) interest areas
C) clusters

The student can do the following activities that show his understanding of this goal:

____ 1. List the categories used in your textbook.

____ 2. Given a road map, list the categories of information used on the map.

____ 3. Explain how A,B,C,D, or any other letter or the alphabet can be used as a category.

____ 4. Explain how a grocery store or department store is set up by categories.

____ 5. Given a graph or chart, list the categories used.

____ 6. Using the following categories: People-related jobs, data-ideas related jobs, thing related jobs, list FIVE jobs you know that could fit into each category.

____ 7. Using the index of the SRA Occupational Exploration Kit and the Widening Occupational Roles Kit, select 10 jobs from <u>each</u> kit for the categories:

People Data-ideas Things

When you finish with activities 6 and 7 you should have approx. 25 jobs listed in each of these categories.

____ 8. Look at your completed list. Write a paragraph explaining why these categories could help people looking for jobs related to their particular interests.

____ 9. Use the results of your interest survey and the indices of the Career Kits and other Career Reference materials for this activity. List each of the interest areas you have. Then select 1 job or career for each of your interests and in a one page report explain how your interests are related to this job or career area.

___ 10. Make a booklet of stories, pictures, poems, drawings and experiences you had that show the things that have interested you and those you think will. This could be like a Biography Scrap Book. You might pretend that you are 30 and show the things that will be part of your life. Include job of career related materials.

___ 11. Select one of the following clusters: Agri-Business and Natural Resources, Manufacturing, Transportation, Public Services. Complete the following activities for the cluster you have chosen:
a. Use your library resources to define exactly the cluster category you have chosen.

b. Use career materials available to list as many jobs or careers in this area that you can find.

c. Put your list of jobs into the three categories: people, data-ideas, things.

d. Check those jobs that you have some interest in.

e. Select at least one of the checked jobs or careers and send away for educational and training materials related to this job or career. Summarize the material you receive in a one page resume. (job brief)

GUIDANCE HIGHLIGHTS

Goal 3 The following activities in Guidance will enable you to:

a) identify and use available tools in job selection

b) be exposed to career oriented school and work opportunities

c) demonstrate how he will support himself until reaching his career goals, including a saleable skill at high school graduation

These activities may be done in conjunction with English of Social Studies

___1. Compose a list of job sources, (tools in job selection)

___2. Research and write three classified job ads (tools in job selection)

___3. Role play a job interview with the Guidance Counselor. The student must present the Counselor with a detailed outline of the particular job he is going to interview for. (This may be done in front of a class group) (tools in job selection)

___4. Compose a list of all career oriented programs available in the Syracuse School District. The guidance office can provide background information for this activity. (school and work opportunities)

___5. Research a job in the Occupational Outlook Handbook and list its most important characteristics. (school and work opportunity)

___6. Select a tentative high school schedule. (This may be a group guidance activity)

ENGLISH HIGHLIGHTS

GOAL 3 The following activities in English will enable you to:

a) identify and use available tools in job selection

b) be exposed to career oriented school and work opportunities

c) demonstrate how he will support himself until reaching his career goals, including a saleable skill at high school graduation.

Activities:

___ 1. Use the library's OEK Kit and read and summarize any career you wish.

___ 2. Using the Reader's Guide to Periodical Literature investigate methods of choosing jobs.

___ 3. Visit the New York State Employment Office and see if any jobs are available for you.

___ 4. See your guidance counselor about work programs.

___ 5. Interview neighbors concerning jobs and why they chose them.

___ 6. Write a few sentences on what you would do if you had to quit school and support yourself.

___ 7. List agencies given in the phonebook that help people get jobs.

___ 8. Cut out ads in the newspaper related to jobs you are interested in.

___ 9. Write a business letter to a training school or college asking them for brochures of programs you are interested in.

___10. Apply for a Social Security number and read the brochure describing benefits of Social Security.

___11. Make up ads for jobs you are interested in.

___12. Tape an interview with a member of an employment agency and ask the following questions:

(a) What are the sources for job selection?
(b) What does it cost to find a job?
(c) How do agencies make their money?
(d) Why do businesses come to an agency?
(e) How many people work at the agency and what are their duties?

GOAL 3 (Con'd)

___ 13. Given the following hypothetical situation tell in a short paragraph what you would do.

Jack is 18 years old and has just finished high school. Although not a brain by any means Jack has had extensive training in auto repair and mechanics and likes the field. Jack decides to get married and live on the $100.00 a week he clears as a garage attendant. His wife is expecting a baby and must quit her job as a clerk in a department store. Given are all of Jack's monthly bills:

Rent	$ 110.00
Utilities	40.00
Car Payments	50.00
Food	100.00
Misc.	40.00
	$ 340.00

(1) Is Jack's income enough to support his family?

(2) Is Jack qualified for a better job?

(3) Where could Jack go in Syracuse to get advice?

(4) Would taking out a large loan solve Jack's problems?

(5) Should Jack's wife go back to work?

(6) What would you do if you were in the situation?

(7) Visit Syracuse Savings Bank and find out what loans are available for high school students to go to trade school or college?

(8) Write down a list of high school courses you would like to take.

MATH HIGHLIGHTS

Goal 3 Doing the following activities in Math will enable you to:

a) identify and use available tools in job selection

b) be exposed to career oriented school and work opportunities

c) demonstrate how he will support himself until reaching his career goals, including a saleable skill at high school graduation

Please have all requests for field trips handled by the ORS office - 474-6031 Ext. 353

___1. Refer to sheet of categories of information on jobs and careers to obtain information on your career choice.

___2. See your guidance counselor for information about school career programs and work study programs.

___3. Do volunteer work at a hospital office.

___4. Do volunteer work at the office of a political campaign.

___5. Do volunteer work for the United Fund Campaign.

___6. Help a relative or neighbor who is building something at his house.

___7. Ask a school custodian to show you how to repair a plumbing problem.

___8. Do volunteer work for a consumer protection bureau.

___9. Work at a child care center.

___10. Make and sell children's clothes or stuffed toys.

___11. Trick-or-treat for UNICEF.

___12. Organize a muscular dystrophy carnival.

___13. Find a job as a sales person.

___14. Work on advertising for the Pennysaver.

___15. Learn how to use Math quickly.

___16. Learn low to use a cash register.

___17. Learn how to use Math to measure items in carpentry, plumbing, electricity, etc.

___18. Learn how to use Math to measure in sewing, cooking, decorating, etc.

___19. Use Math in purchasing.

SCIENCE HIGHLIGHTS

GOAL 3 Doing the following activities in Science will enable you to:
a) identify and use available tools in job selection

b) be exposed to career oriented school and work opportunities

c) demonstrate how he will support himself until reaching his career goals, including a saleable skill at high school graduation

Note: Please contact the ORS office for all field trip information.
Phone: 474-6031 Ext. 353

Activities:

___a. See sheet with list of available sources of job and career information.

___b. Career oriented school and work opportunities.

___1. Your guidance department is your chief source of information regarding possible courses that schools offer which lead to specific jobs and careers. (Ex. Computer Program, Cosmotology, Integrated Business Program, Academic)

___2. Work-study programs are offered in the schools where a student can attend school part-time and work part-time.

___3. List jobs that can be found in a city park involving science. Call Parks and Recreation Dept. (Environment Cluster)

___4. Work as a candy striper in a hospital or seek employment experience in a hospital laboratory. Call the Volunteer Center. (Health Cluster)

___5. Organize a group and take a tour around the city, pointing out fire houses, hospitals, big industry, etc. or take a group of senior citizens to Beaver Lake Bature Center. (Hospitality and Recreation Cluster)

___6. Obtain help from your science teacher and learn to identify fish. Find a part-time job in afish hatchery or list the jobs available at a fish hatchery. (Marine Cluster)

___c. Saleable skills - These are specific skills such as typing,accuracy, ability to observe what is essential to specific jobs.

___1. Run some tests involving measurements. See how many times you come out with the same answer more than once, testing your skill at accuracy.

___2. Take an item(Ex. a nail). List as many physical properties as you can see, testing your skill at observation.

___3. Learn to swim and skin dive.

___4. Take a first aid course.

SOCIAL STUDIES HIGHLIGHTS

GOAL 3 Doing the following activities in Social Studies will enable you to:

a) identify and use available tools in job selection.

b) be exposed to career oriented school and work opportunities.

c) demonstrate how he will support himself until reaching his career goals, including a saleable skill at high school graduation.

KEEP A FOLDER WITH THE INFORMATION COLLECTED.

___1. Review your highlight activities for Goal 2. Select one or more jobs or careers you are interested in learning more about. Explain in a short paragraph your reasons for making this choice.

___2. Look through the text books and materials used in Social Studies classes. Make a list of page references by using the Table of Contents, Index, List of Chargs, etc. that have information related to the job or careers selected in Number 1. If none are available state this.

___3. Use your card catalogue to find 5 references that might give you selected in Number 1. List these references with the Author, Title, Dewey Decimal Number.

___4. Check current Reader's Guide and select 5 references of a general or a specific nature that deals with the job or career selected in Number 1. Write Author, Title, Magazine, Date and Page Numbers.

___5. Use the New York Times or local paper and select up to 5 job opportunities related to your choice. Call 1 or more and inquire if such opportunities exist. In addition, ask if part-time jobs are available. Would they consider interviewing you for a job in the future even if nothing is available now and considering your interest. Explain you are interested in the future even if nothing is available now.

___6. Apply to local employment agencies expressing job interest related to your choice. Ask for interview even if nothing is immediately available.

___7. Submit an ad to the Pennysaver expressing interest in job area. Write brief resume. Ask people to call you.

___8. Check file of available field trips. Call and set up field trip to place offering an opportunity in your selected job area. Ask at this interview what skills are especially desired for full or part-time work in this area.

___9. List skills referred to in No. 9. Explain what cources you might take to develop these skills. Check with teachers, guidance, lists of high school cources, night cources. Check yellow pages for special training schools.

____10. Research cost, time, courses, training, work, etc. involved in acquiring skills necessary to become employed full time in job choice area.

JOB SHEET

NAME_____GRADE_____DATE_____

This Job Study is on_____

1. On this job my most important duties would be:
   a.
   b.
   c.

2. The minimum amount of education needed for this job would be:
   (circle one)
   a. 8th grade
   b. high school
   c. technical school or business school
   d. 2 year college
   e. 4 year college
   f. 4 years plus

3. The average earnings for this job(yearly of hourly) would be:

4. How much could I expect to earn on an entry level(as a new employee)?

5. Is this a steady job or is it seasonal?

6. What are the wlrking conditions?
   (e.g. dangerous, outside work, unusual hours, etc.)

7. Beginning as a_____(job study), I could possibly be promoted to a _____, then to_____, then to_____

8. Some high school subjects that could be helpful in this job are:

9. Some similar jobs are:

10. Some places in Syracuse where people do this are:
    (friends, Chamber of Commerce, yellow pages, classified, Guidance)

You may find information on these questions in the school library. Look at the following:

Chronical Guidance Series
Occupational Outlook Handbook
Guide for Young Workers
Occupational Exploration Kit

SOCIAL STUDIES HIGHLIGHTS

GOAL 4 Doing the following activities in Social Studies will enable you to develop a process that allows you to investigate and select high school and post high school programs.

___1. Review activities done in Goal 1,2,3. Reaccess the job or career areas you decide you might be interested in. Explain in a one page summary why you are or are not still interested in these areas.

___2. If you decide you are not still interested in the job or career areas you chose, make an appointment with your counselor or teacher advisor to discuss how to go about selecting a different interest and job area.

___3. If you are still interested reviewing the programs available which will help you develop knowledge and skills in your career area. Select the courses and programs you desire. Make out tentative schedule for your 3 years of high school. List your electives that may help you develop additional areas of interests.

___4. For each year - 9-10-11-12 - list the skills you may have that will enable you to find employment in your career interest area. Also list job experience and background.
Example:

Grade 9 - Skills: Secretarial typing, basic stenography, filing, payroll, etc.

Grade 10 - Skills: Advanced stenography, speed typing, office machines, dictaphone, payroll, filing, etc.

Grade 11 - Skills: Work experience in stenography and typing and payroll, receptionist, distribution, bookeeping, steno, typing, office machines, dectaphone, computer operations, etc. Knowledge of legal steno.

___5. List other skills you might find useful in locating jobs if none are available in interest area. Use local want ads as guide - i.e. child care, cooking, waiting tables, cash register, selling, ability to talk with people, write clearly, speak well on the phone, drive car, paint houses, etc.

a. Write resume of present accomplishments for use in seeking employment.
b. Write resume as you would like it to look at graduation from high school.

Write up short interview which shows your knowledge of what kinds of questions you should be prepared to answer at an interview - Selling Yourself - Submit properly filled out job application.

___6. Complete your Career Planner by referring to information compiled in 1-5. (The Career Planner will be found later in Goal 4.)

GUIDED OCCUPATIONAL ORIENTATION

Syracuse City School District

MY CAREER PLANNER

This Career Planner deals with the different things that must be considered in looking for and planning for a job. Choose a job or career which you are now interested in and fill out this planner in relation to that job.

Student Name _____ Job or Occupation _____

Grade _____ Date _____

Duties on the Job: (Use single words or short phrases)

_____

_____

_____

Working Conditions:

Work Area - What is it like to work in this job area? (noisy or quiet indoors or outdoors, hot or cold, air conditioned, etc.)

_____

_____

_____

Working Conditions - (steady, loss of time because of weather, seasonal, dangerous, standing or sitting on job, odd hours, tiring, heavy or light lifting, traveling, etc.)

_____

_____

_____

Personal Qualities I Would Need:

a) Mental abilities and aptitudes needed (how much scholastic ability, mathematical, clerical, verbal, science or mechanical aptitude, etc.).

_____

_____

_____

b) Physical requirements needed (active or sitting job, strength, height, weight, etc.).

_____

_____

_____

c) Interest requirements needed (in machines, ideas, people, outdoors, etc.).

_____

_____

_____

Hours I Would Work:

Usual hours per day _____

Number of day per week _____

Number of hours per week _____

Night work (never, always, sometimes); circle one

Earnings (money) I Could Expect:

minimum (least) _____ to maximum (most) _____

per (hour, year, month) circle one

Education and/or Training Required: Usual type of education (circle)

high school

technical school

junior college (2 year)

Senior college (4 year)

Apprenticeship

special school or training

Skills Required: (typing experience for a clerk or secretary, filing experience, driving experience)

_____

_____

_____

Educational or Training Opportunities:

Names and Addresses of Schools	Course Length	Yearly Cost

Future Outlook: (Will there be a need for people trained in this area 10 years from now.) Explain: _____

_____

_____

_____

Promotions I Could Expect:

I would begin as a _____ then move to _____

_____ then to _____.

Where Would I Work: (circle one)

cities
rural areas
all areas

offices
factories
other (specify): _____

_____

Where I Can Get More Information:

Material to send for:

Title	Source	Address	Date	Price

Where I Might Be Able to Work In Syracuse:

Name of Firm	Address

High School Program:

a) High school subjects I need in this career: _____

_____

_____

_____

b)

Courses Now Taking in 9th Grade	Will Take in 10th Grade
English 9	English 10
Social 9	Social 10
Science 9	Gym
Gym	Other: _____
Other: _____	_____
_____	_____
_____	_____

Counselor's signature _____ Date _____

GLOSSARY

Biased -	Only showing one side of a question.
Biography -	Story of a person's life.
Blueprint -	A drawing of something that can be made.
Brochure -	Booklet describing something.
Career -	A life's plan including a person's interests and abilities.
Collage -	Collection of overlapping pictures.
Culture -	The way different people around the world live.
Dietician -	A person who plans nutritional and appealing meals.
Ecology -	Relationship between people, plants, and animals.
Embalming -	The process used to preserve dead bodies for burial.
Geology -	Study of the earth.
Horticulture -	Growing of plants.
Hypothetical -	Something made up in a person's mind.
Illustrator -	A person who draws pictures for books.
Job -	A specific duty requiring specific skills.
Knack -	Ability to do something.
Marina -	A garage for boats.
Media -	Means of mass communication.
Metric System -	A way to measure length, weight and volume used by the rest of the world.
Occupation -	A general category that a person chooses to work in.
Optometrist -	A person who makes glasses for people.
Pharmacist -	A person who fills prescription and handles medicine in a drug store.
Possess -	To have

GLOSSARY (Con'd)

Quarry -	A place where types of stone are mined.
Rehabilitation -	Helping a person to recover from an illness or accident.
Saleable Skill -	A thing you can do that can help you get a job before someone else.
Stencil -	A way to produce many copies.
Surveying -	Measuring land for boundaries or construction.
Tentative -	Something that has been planned to possibly happen.
Wardrobe -	A collection of clothes.

CLUSTER ACTIVITY SHEET

AGRI-BUSINESS AND NATURAL RESOURCES

The following activities should help you explore a cluster or clusters in which you show interest.

In groups of as individuals you are to consider one of the problems listed below.: First decide what you would do about the problem. Determine all the jobs that people would have to do to solve the problem in the way you have decided. You may pretend the problem is taking place locally or in a country in Africa, Asia or Latin America. Use your library and community resources to gather information that will help you make your decisions and to set up a way to solve the problem Write up a report. Include your references.

___1. The lakes and streams in your area have become polluted by natural diseases or problems or through sewer and industrial wastes. Fish needed for food or sport are dying and disappearing.

___2. Bad weather conditions have caused the soil to be bleached of needed chemicals and food production has dropped to the point where prices are too high or starvation may result.

___3. Farm prices have dropped so low that many farmers are having a hard time surviving. It is feared that they will not have enough money to plant next years crops and many people may be forced to leave their farms and move to the cities.

___4. Population growth has been so great that the land cannot produce enough food with the use of the farming methods used at present.

___5. In order to pay for needed services to the people the government wants to take control of the mining operations in the country. This may couse international problems.

___6. Wild life has been practically wiped out through careless hunting and overgrazing. How do you change this process.

___7. Your farmers are faced with poor transportation and you cannot expand your production which is needed until transportation facilities are improved. List the reason why many people give up farming as an occupation.

CLUSTER ACTIVITY SHEET

BUSINESS AND OFFICE CLUSTER

The following activities should help you explore a cluster or clusters in which you show interest. Please arrange all your local field trips through the ORS office 474-6031 ext. 353.

___ 1. Learn how to file reports.

___ 2. Learn to type and make stencils.

___ 3. Visit an office at City Hall.

___ 4. Visit an employment agency and fill out an application.

___ 5. Interview a business professor at Onondaga Community College.

___ 6. Visit a local bank

___ 7. Visit the Post Office

___ 8. Interview an executive secretary.

___ 9. The following addresses may be contacted to give more detailed information on careers in this cluster.

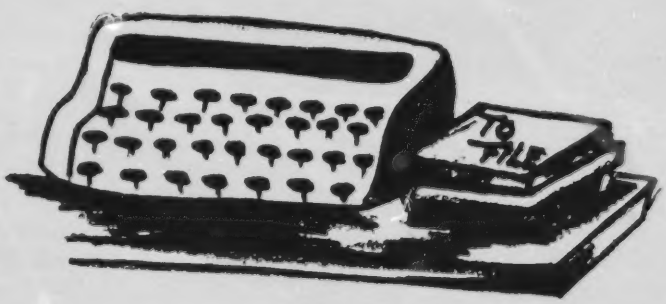
American Bankers Association
90 Park Avenue
New York, New York 10016

Retail Clerks International Association
Connecticut Avenue and DeSales Street N.W.
Washington, D. C. 20036

Office and Professional Employees
International Union
1012 Fourteenth Street N.W.
Washington, D. C. 20005

United Federation of Postal Clerks
817 Fourteenth Street, N.W.
Washington, D. C. 20005

National Secretaries Association
Suite 410
1103 Grand Avenue
Kansas City, Missouri 64106



CLUSTER ACTIVITY SHEET

BUSINESS AND OFFICE CLUSTER (Con'd)

Accounting Careers Council
National Distribution Center
Box 650, Radio City Station
New York, New York 10019

American Statistical Association
810 Eighteenth Street, N.W.
Washington, D. C. 20006

Association for Computing Machinery
211 East 43d Street
New York, New York 10017

National Retail Merchants Association
100 West 31st Street
New York, New York 10001

CLUSTER ACTIVITY SHEET

COMMUNICATION AND MEDIA CLUSTER

The following activities should help you explore a cluster or clusters in which you show interest.

___ 1. Fill in the following information:

JOB	DUTIES	PAY	BENEFITS
News Announcer			
Cameraman			
Disc Jockey			
News Writer			
Etc.			

___ 2. Develop any picture of your choice and write up a story to go along with it assuming it will be placed in the newspaper.

___ 3. Develop and tape your own radio show including, records, weather, news, etc.

___ 4. Make up a news story that would be published in the year 2000.

___ 5. Make a time capsule and place in it what you would think will happen in the year 2000.

___ 6. Make a slide presentation with rock music that centers around any theme.

___ 7. List jobs in this cluster that you can think of and read about them in the OEK Kit in the library.

___ 8. Visit a radio or TV station and interview a member of the staff that works in a career you are interested in.

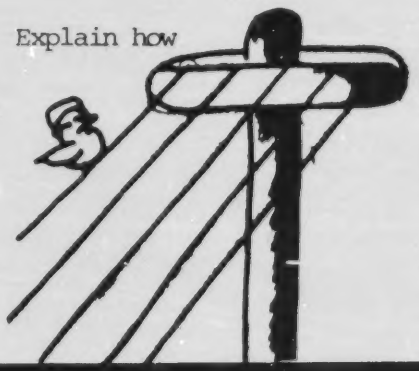
___ 9. Criticize a movie you've seen.

___ 10. Listen to a radio or TV show for half an hour and make a listing of how much time is spent on news, commercials, entertainment, etc.

___ 11. Research the history of radio and TV programming.

___ 12. Research the history of a sport.

___ 13. List 10 advertisements that tend to mislead the customer. Explain how they did this.



CLUSTER ACTIVITY SHEET

CONSTRUCTION CLUSTER

The following activities should help you explore a cluster or clusters in which you show interest. Please arrange all of your local field trips through the ORS office 474-6031 ext. 353.

___ 1. Visit a construction firm.

___ 2. Visit a road under construction and report on it.

___ 3. Visit the city or county Department of Public Works and report.

___ 4. Visit a state surveying crew.

___ 5. Interview an S.U. professor of civil engineering.

___ 6. Visit and report on a cement factory or stone quarry.

___ 7. Visit the closest branch of the Army Department of Engineers.

___ 8. Write a report about the construction of one of the new schools in Syracuse (Fowler, Lincoln, Bellevue).

___ 9. The following addresses may be contacted to give more detailed information on careers in this cluster.

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

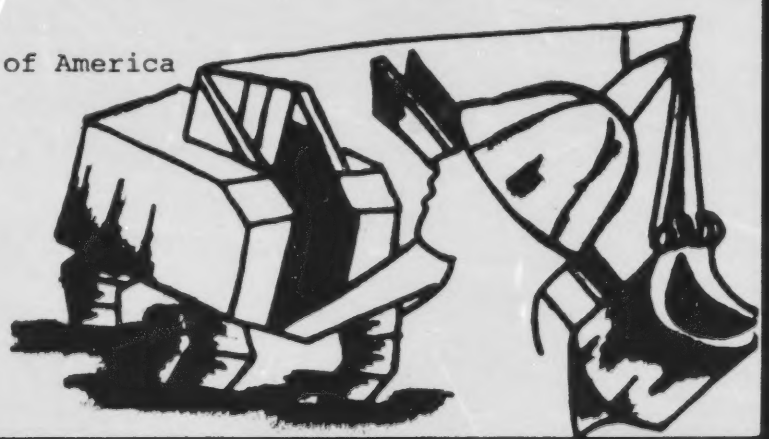
Associated General Contractors of America
1957 E Street, N.W.
Washington, D. C. 20006

International Brotherhood of Electrical Workers
1200 Fifteenth Street, N.W.
Washington D. C. 20005

United Association of Journeyman and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada
901 Massachusetts Avenue N.W.
Washington, D. C. 20001

Bricklayers, Masons and Plasterers' International Union of America
815 Fifteenth Street N.W.
Washington,D. C. 20005

Window Glass Cutters League of America
1078 South High Street
Columbus, Ohio 43206



CLUSTER ACTIVITY SHEET

CONSUMER AND HOMEMAKING

The following activities should help you explore a cluster or clusters in which you show interest.

___1. Visit different clothing stores and compare prices on the same article.

___2. Call the Better Business Bureau to find out the reputation of a business.

___3. Make up a diet that includes all the foods necessary for a balanced weight.

___4. Design your own clothes or make anything creatively with your hands.

___5. Make a new dessert and try it out on your family asking for good points and bad points about your creation.

___6. List food ads in the paper and compare them to other ads for the same product.

___7. Design on poster board you own home and include furnishings.

___8. Cut out items from old catalogs (Montgomery Wards, Sears, etc.) and place them on poster board to show what your own designed room would look like.

___9. Use a calorie book and list all of the foods you like and how many calories in each.

___10. Make up a yearly budget and allow for the following items:

a) food

b) rent

c) auto

d) health bills

e) electrical bills

f) etc.

CONSUMER AND HOMEMAKING(con'd)

America Economic Association
629 Noyes Street
Evanston, Illinois 60201

National Association of Furniture Manufacturers
666 North Lake Shore Drive
Chicago, Illinois 60611

Educational Foundation for the Fashion Industry
227 West 27th Street
New York, New York 10001

American Institute of Launderin
Doris and Chicago Avenues
Joliet, Illinois 60434

Portland Cement Association
Old Orchard Road
Skokie, Illinois 60076

Bricklayers, Masons and Plasterers International Union of Ameri
815 Fifteenth Street, N.W.
Washington, D.C. 20005

National Committee on Household Employment
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

CLUSTER ACTIVITY SHEET

ENVIRONMENT

The following activities should help you explore a cluster or clusters in which you show interest.

___1. Learn to identify trees by using a leaf chart.

___2. Write to the American Forest Institute, 1835 K Street, N.W., Washington, D.C. 20006

___3. List all of the skills necessary to become a forest ranger.

___4. Read some articles from The Conservationist on conservation practices.

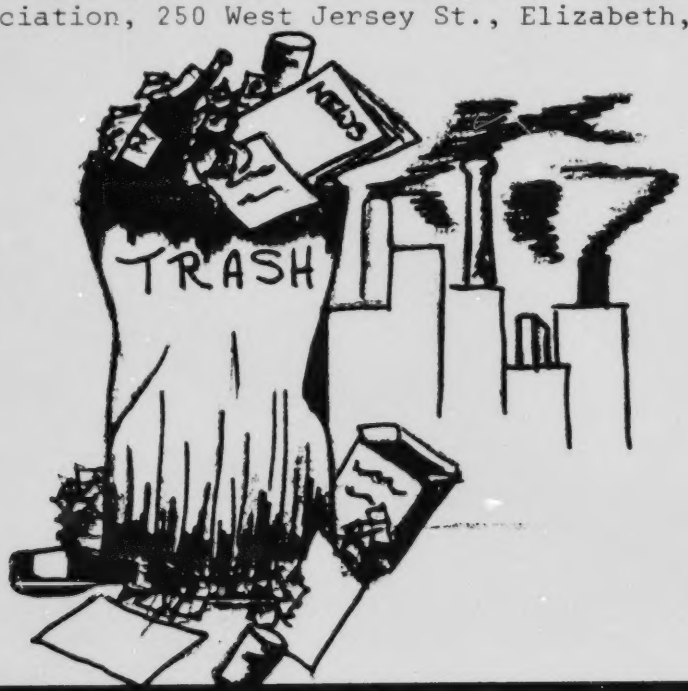
___5. Invite a landscape architect to the classroom. Discuss the skills needed for the job.

___6. Write to the American Mining Congress, 1102 Ring Building, 1200 Eighteen Street, N.W., Washington, D.C. 20036. Investigate kinds of work done by miners and the effects on the environment.

___7. Wildlife management is interesting and well-paying work A college degree and love of animals and outdoors are necessary. For information you might write to the Bureau of Sport Fisheries and Wildlife, Fish and Wildlife Service, U.S. Department of the Onterior, Washington, D.C. 20240.

___8. For people who have a knack for growing plants and an interest in botany, horticulture could be a fascinating career. One important qualification would have to be patience. The city has a horticulturist and there are many florists in the city that you could visit to get some ideas. A field trip could be arranged through the ORS to the city's greenhouse.

___9. There is [illegible] every area for pest control operators. These are important [illegible] the health of the community. Cities and rural areas both have needs for their services. Write National Pest Control Association, 250 West Jersey St., Elizabeth, New Jersey 07207



CLUSTER ACTIVITY SHEET

FINE ARTS AND HUMANITIES

The following activities should help your explore a cluster or clusters in which you show interest.

___1. Write a song using your own words and music.

___2. Paint several pictures and make a list of other students' comments both good and bad.

___3. Write any one of the following: song, dance, short story, poem, play.

___4. Make up a script for a short one act play.

___5. Using the OEK Kit summarize the information you find concerning professional singers and dancers.

___6. Visit the Everson Museum amd criticize work on display.

___7. See a play at the Syracuse Repertory Theatre and criticize it.

___8. Send in a poem or a short story to any magazine to see if it might be published.

___9. Interview any person involved in a career in this cluster and ask them questions about their job.

___10. Make up new commercials for fictitious products.

___11. Summarize the life of a favorite writer and show how this person became involved in writing.

___12. Send away to colleges and trade schools for information as to how to get in a program dealing with art or writing. (See Guidance Counselor for information)

CLUSTER ACTIVITY SHEET

HEALTH

The following activities should help you explore a cluster or clusters in which you show interest.

___1. Write to the American Society of Medical Technologist, Suite 1600, Hermann Professional Building, Houston, Texas 77025. Find out wyat opportunities and requirements are in the field of medical technology.

___2. If you are interested in seeking information about becoming an optometrist, write to the American Optometric Association, 7000 Chippewa Street, St. Louis, Missouri 63119.

___3. American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610, can give much information on all types of health careers (doctors, nurses, medical technicians of all types)

___4. Enrole in the Upstate Medical Program through the guidance office when it is offered in your school.

___5. If you have artistic talent, yet like science also, maybe being a medical illustrator would be good for you. The V.A. Hospital has a department that you might like to visit called Medical Arts.

___6. American Dental Association, 211 East Chicago, Illinois 60611 will give information about all kinds of dental careers.

___7. Invite your school dietician to your class, or interview her personally. Find out what type of work is done and what education is needed to be a dietician.

___8. Rehabilitation Counselors can work with children, elderly people, returning veterans in hospitals and centers. Arrange a visit to a nursing home of hospital.

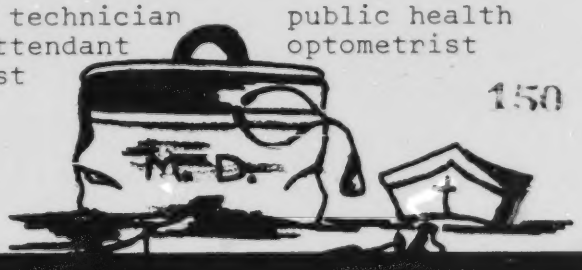
___9. Medical librarians are a specialized field and very important to members of the medical profession. The American Library Association, 50 East Huron St., Dnicago, Illinois 60611 could give you information about this field.

___10. Hospital Administrators are essential to a community. Investigate what qualities a person would need for such a position.

___11. People involved with Public Health can find many opportunities for work. Write American Public Health Association, 1790 Broadway, New York, New York 10019

Any of the above occupations lead to further extensions in the health field. If you are interested in any of the following careers you can consult with your teachers, librarians or guidance counselors for help finding information.

doctor	psychiatrist	laboratory technician	public health
nurse	X-ray technician	hospital attendant	optometrist
dentist	dental hygenist	nutritionist	



CLUSTER ACTIVITY SHEET

HOSPITALITY AND RECREATION

The following activities should help you explore a cluster or clusters in which you show interest.

___1. Those people interested in professional athletics can find information by writing the: National Association of Professional Baseball League, 720 East Broad Street, Columbus, Ohio 43215 - National Football League, 1 Rockefeller Plaza, New York, New York 10020

___2. Recreation workers fall into many categories. They may work for Parks and Recreation. Rehabilitation Centers at Hospitals, summer camps. Investigate these possibilities.

___3. Cooks and chefs - a course is offered at Central Tech teaching how to become a cook or chef. Another resource could be your Council on Hotel, Resaurant and Institutional Education, Statter Hotel, Ithaca, New York 14850

___4. Airline stewardess and stewards - Airline Stewards and Stewardesses Association, Transport Workers Union of America, 205 West Wacker Drive, Chicago, Illinois 60606

___5. Physical Education Teachers - speak with your physical ed. teacher and find out what different kinds of work they can do with this type of education.

___6. Some people with artistic talent can find much pleasure in a career associated with art. One example would be a cartoonist. For further information write Magazine Cartoonist Guild, 28 East 22nd Street New York, New York 10010

___7. Radio and television present many career choices. Make a list of possibilites and in a field trip to one of the local stations find out what several of these jobs entail.

___8. Hotels and Motels offer opportunities from managers to cleaning personnel from office workers to maintenance staff. Check the resource file for contacts or write: American Hotel and Motel Association, 221 West 57th St. New York, New York 10019

___9. Throughout the United States there are many ballroom dance studios. People with dancing talent might wish added information on qualifications and opportunities. Write American Society of Teachers of Dancing, 1604 Chestnut St. Philadelphia, Pennsylvannia 19102

___10. Coaching young people in athletic programs can be very satisfactory. Many local groups are constantly seeking help in basketball, football, baseball, and scouting.

___11. People with dramatic ability might like to contact Syracuse Repertory Theater.

___12. Anyone who enjoys singing might like to inquire about choral groups active in the city. Some of these people continue on with lifetime careers.

CLUSTER ACTIVITY SHEET

MANUFACTURING

The following activities should help you explore a cluster or clusters in which you show interest.

___1. Spend a few days looking around your home, school, and community. Pretend you are thinking about opening a new factory. Make lists of products people have that are manufactured and factories already here. Decide what kind of factory you would build. **Describe** all the jobs that would be made **available** if you do build this factory.

___2. You are minister of Developement in an African country. Decide which country you want to increase manufacturing in your country. Look at the resource available and present a plan for the kinds of industries you would start and why. Describe the job opportunities that will be made available if you can get these industries stated. Look ahead and outline the possible problems that might result from this plan. What would you do to head off these problems in advance.

___3. Plan a model community. You need: schools
stores
manufacturing
transportation,etc.

Decide what jobs and materials dealing with manufacturing would have to be done to set up this community. What other job opportunities will be created by this community?

Use your geography skills to give reasons for the location of this community. Be sure you make-up a map that shows your new community.

___4. Select a manufacturing firm in Syracuse. With help of your counselor or advisor, see if you can set up a day when you can spend the day. There, keep a log which lists and describes the variety of activities that need to be done to run the factory and produce and market the product. Interview people who are doing jobs you might be interested in.

___5. Use any text available in your class. Use the index and table of contents to make a chart showing what kinds of manufacturing are discussed in your book. Make up maps and keys showing the location of the types of manufacturing discussed. Determine through use of Career Materials the job opportunities that are probably available in 3 areas of manufacturing discussed in your book.

CLUSTER ACTIVITY SHEET

MARINE CLUSTER

The following activities should help you explore a cluster or clusters in which you show interest.

___1. Commercial fishing is important to our economy. Write to the U.S. Department of the Interior, Bureau of Commercial Fisheries.

___2. National Maritime Union of America
36 Seventh Avenue
New York, New York, 10011
Merchant Marines, Merchant Seamen, Stewards, Engineers

___3. Shipbuilders must be skilled crafts people. Contact the Shipbuilders Council of America, 1730 K Street, N.W., Washington, D.C. 20006.

___4. Oceanography is a very interesting field in geology. This could also be included in the Environment Cluster. Contact the American Society of Limnology and Oceanography, W.K. Kellogg Biological Station, Hickory Corners, Michigan 49060 for information regarding opportunities in this field.

___5. Naval architects and marine engineers are concerned with designing and remodeling all kinds of ships. American Society of Naval Engineers, 1012 Fourteenth St., N.W., Wahington, D.C. 20005

___6. Scuba divers sometimes have exciting careers. The periodical Skin Diver, Peterson Publishing Co., 5050 Hollywood Boulevard, Los Angeles, California 90028, can give information about career opportunities.

___7. Marina workers are found everywhere. These can be large or small marinas with needs from carpentry to electricians. Boating Industry Association, 333 North Michigan Avenue, Chicago, Illinois 60601 can give qualifications and opportunities.

CLUSTER ACTIVITY SHEET

MARKETING AND DISTRIBUTION CLUSTER

The following activities should help you explore a cluster or clusters in which you show interest. Please arrange all of your local field trips through the ORS office. 474-6031 ext. 353

___ 1. Visit a beverage distributor.

___ 2. Visit Master Charge offices.

___ 3. Visit Bankamericard office.

___ 4. Interview an officer of Avon Products.

___ 5. Interview a distributor of Herald-Journal newspaper.

___ 6. Interview a professor in advertising at Syracuse University.

___ 7. The following addresses may be contacted to give more detailed information on careers in this cluster.

American Advertising Federation
1225 Connecticut Avenue, N.W.
Washington, D. C. 20036

Associated Credit Bureaus of America, Inc.
6707 Southwest Freeway
Houston, Texas 77036

National Association of Purchasing Management, Inc.
11 Park Place
New York, New York 10007

Sales and Marketing Executives International
630 Third Avenue
New York, New York 10017

Retail Clerks International Association
1775 K Street N.W.
Washington, D. C. 20006

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

National Association of Direct Selling Companies
165 Center Street
Winona, Minnesota 55987

American Association of Advertising Agencies
200 Park Avenue
New York, New York 10017

CLUSTER ACTIVITY SHEET

PERSONAL SERVICES CLUSTER

The following activities should help you explore a cluster or clusters in which you show interest.

___1. Design your own hair style and try it out on a friend.

___2. Set up a mock restaurant scene and pretend you are waiting on a customer.

___3. Send away to any airlines asking for information about careers in service.

___4. Interview any person involved in this cluster asking information about what interests you.

___5. Read in any encyclopedia the history of embalming.

___6. Using the OEK Kit in the library as a source send away for information relating to any career you are interested in.

___7. Make a collage of ads in the paper of jobs available in Syracuse in the Personal Service cluster.

CLUSTER ACTIVITY SHEET

PUBLIC SERVICE

___1. Use your phone book to find out how many government services are available locally.(See Onondaga, County of) Select and list 20 of these services that are most important to you. Then pick one service and find out more about this service.. If possible, visit an office involved in making this service available or contact the office for more information. Write a report describing the service, how it is provided and what people must do to see that this service is provided. Be sure to list your references.

___2. If you were planning a model eommunity describe the public services that would be needed. Select one of these services and describe in detail how this service would be provided and what must be done to make it available.

___3. You are a government official in an "Underdeveloped" country. You have 10% of your population unemployed. Decide what action your government will take to deal with the problem. At present you have no services availbale to these people including any form of support. Draw up a plan and show what jobs must be done to carry out your plan.

___4. Put together a booklet with newspaper stories, articles, pictures, interviews, information you have written away for. This booklet should contain information about government projects and services being preformed here in the U.S. or in any country you are studying. In addition information on problems facing the governments should be included. A description of the jobs that will be needed to deal with these problems should be investigated.

___5. Select public figure in government here or in a country you are studying. Research and find out as much as you can about this person and the job he or she does. Then try to determine what other jobs are related to the work this person does. Tell whether you would like to be involved in a career similar to this individuals.

TRANSPORTATION

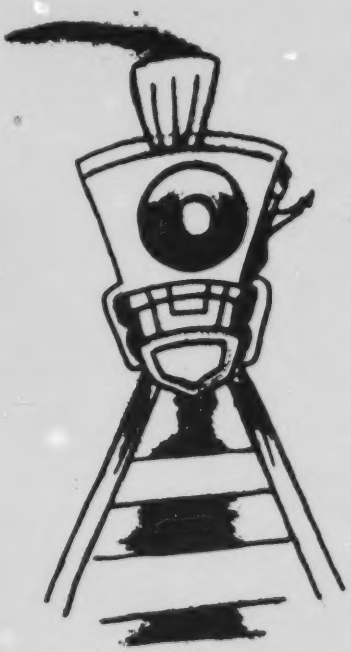
___1. Outline what jobs must be done to build a major road in the U.S. Compare the building of a road here with building a road in the tropical areas of Africa. Use your library and local resources and include your references in a final report.

___2. Interview an employee of a railroad or railroad union and report the results of your interview. Be sure you get information on: The uses made of the railroad, future needs, the jobs which are disappearing, the jobs which are being created.

___3. Visit your local airport and interview employees and customers. Draw a plan of an airport you might build. Be sure you have included a list and explanation of all the jobs you saw being done and why those people have to do these jobs to make the airport run smoothly.

___4. Investigate all of the work that goes into creating a harbor, or waterway. You might use the St. Lawrence Seaway or a harbor being built in Asia, Africa or South America. Show how you would set up a plan - why the harbor is needed. Explain what jobs are created or job opportunities expanded by building this project.

___5. Write an analysis of the present means of transportation available here or in a country in Asia, Africa or South America. You are the director of transportation. Present an argument for changes and improvements needed in the future. Describe the job opportunities that can be made available by these changes or improvements. If so, explain what job opportunities will decline.



SATISFYING NEEDS THROUGH WORK

Directions:

Put a plus sign (+) to the left of each satisfaction that goes with one of your strongest needs, and a minus sign (-) to the left of each satisfaction you feel you need not seek.

___Feeling important (3)

___Thinking deeply (4)

___Being told what to do (1)

___Being treated like a person (3)

___Getting attention (2)

___Being a member of a group (2)

___Willing to work hard in school (4)

___Feeling sure of keeping your job (1)

___Feeling proud of yourself (3)

___Knowing why you're doing something (1)

___Being liked by other students (2)

___Getting what you want out of life (4)

___Working for a small company (1)

___Feeling sure of yourself (3)

___Being a leader (3)

___Being able to do your work (4)

___Being creative or orignial (4)

___Influencing people (3)

___Being honest (3)

___Knowing there always will be food to eat (1)

___Liking other students (2)

___Seeing your work completed (2)

___Always knowing what's next (1)

___Being able to explain your ideas (4)

___Feeling safe from accidents (1)

___Making your family proud of you (2)

___Having no responsibility (1)

___Talking to other students (2)

___Feeling part of something big (1)

___Knowing a subject well (4)

___Feeling loyal to others (3)

___Being promoted (4)

___Working in a nice place (1)

___Using your talents and abilities (4)

___Telling others what to do (3)

___Living up to what you believe in (4)

___Liking the work you do (2)

___Being with other people (2)

___Working with ideas (4)

___Feeling useful and needed (2)

___Doing things others can't do (3)

___Having your work praised (2)

___Being important in your school (3)

___Working for a large company (1)

TOTALS: 1 _____ 2 _____ 3 _____ 4 _____

INTERESTS SURVEY

Directions:

This survey is not a test, but a look at your interests. There are no passing or failing scores. An answer is right if it is true for you. Your answers tell you, your teacher, and your guidance counselor what kind of job you'd enjoy.

Below you will find a list of things to do. Decide whether you like, dislike, or are undecided. Beside each activity, put an "X" on the first line, the one headed (L) or on the second line, the one headed (?), or on the third line, the one headed (D). Pretend you can do all the things listed, even those that need special training.

	L	(?)	D
1. Repair cars (3T)	___	___	___
2. Design new cars (8D-I)	___	___	___
3. Sell cars (5P)	___	___	___
4. Discover a medical cure (2D-I)	___	___	___
5. Write an article about medicine (1D-I)	___	___	___
6. Work in the medical field to help people (2-P)	___	___	___
7. Work at a telephone switchboard (4T)	___	___	___
8. Repair telephone lines outdoors(6T)	___	___	___
9. Install telephones inside homes (3TP)	___	___	___
10. Work on a big farm (6T)	___	___	___
11. Write for a newspaper (1D-I)	___	___	___
12. Work in a factory (3T)	___	___	___
13. Draw a picture of something you like (8D-I)	___	___	___
14. Build something from wood like a treehouse, doghouse (1D-I)	___	___	___
15. Write a story about something that interests you (1D-I)	___	___	___
16. Plan a school dance (5P)	___	___	___
17. Collect tickets at door (4D-I0)	___	___	___
18. Decorate the dance hall (8T)	___	___	___
19. Sort mail in a Post Office (4T)	___	___	___
20. Grow Vegetables (6T)	___	___	___
21. Care for old people (7P)	___	___	___
22. Work as a YMCA counselor (7P)	___	___	___
23. Keep track of dues and expenses (4D-I)	___	___	___
24. Write a news article about a club you like (1D-I)	___	___	___
25. Teach a child how to swim (6P)	___	___	___
26. Fix a toy for a child (3T)	___	___	___
27. Explain how a bicycle works to a child (2D-I)	___	___	___

		L	?	D
28.	Work with people in a hospital(7P)	___	___	___
29.	Repair small electrical appliances(toaster, mixer)(3T)	___	___	___
30.	Sell insurance around the country.(5P)	___	___	___
3].	Manage a political campaign(5P)	___	___	___
32.	Design posters (8D-I)	___	___	___
33.	Answer the phone at a business(4P)	___	___	___
34.	Set up displays in a store(8T)	___	___	___
35.	Sell from door to door(5P)	___	___	___
36.	Write advertisements or commercials (]D-I)	___	___	___
37.	Prepare paychecks in an office (4D-I)	___	___	___
38.	Repair office equipment(3T)	___	___	___
39.	Prepare X-rays in a dentist's office (2T)	___	___	___
40.	Write a play (]D-I)	___	___	___
4].	Direct a play (5P)	___	___	___
42.	Paint scenery for a play(8T)	___	___	___
43.	Do research on improving a product(2D-I)	___	___	___
44.	Get people to try using a new product (5P)	___	___	___
45.	Figure out the cost of a product(4D-I)	___	___	___
46.	Teach first aid in a camp(7D-I)	___	___	___
47.	Teach arts and crafts at a camp(8T)	___	___	___
48.	Teach sports at a camp(6P)	___	___	___
49.	Make plans for houses(2D-I)	___	___	___
50.	Help build houses(6T)	___	___	___
5].	Sell houses (5P)	___	___	___
52.	Work in a chemical laboratory(2T)	___	___	___
53.	Work in a weather station(2D-I)	___	___	___
54.	Help prisoners with their problems(7P)	___	___	___
55.	Write magazine articles(]D-I)	___	___	___
56.	Deliver magazines by truck(6T)	___	___	___
57.	Send bills to people for magazines(4D-I)	___	___	___
58.	Fly an airplane (3T)	___	___	___
59.	Make airplane reservations(4D-I)	___	___	___
60.	Sell food at a ballgame(5P)	___	___	___
6].	Repair factory machinery(3T)	___	___	___
62.	Check factory products (Inspector)(2T)	___	___	___
63.	Check factory worker's health(7P)	___	___	___
64.	Paint pictures (8D-I)	___	___	___
65.	Paint houses(6T)	___	___	___
66.	Order bicycle parts(4D-I)	___	___	___

CLUSTER INTEREST SURVEY

INTRODUCTION:

This survey contains only a few specific jobs under each of 15 clusters found in the world of work. It must be clearly understood by the students that there are many more jobs characteristic of these clusters. For the sake of briefness this survey has been limited.

DIRECTIONS:

There are 15 clusters of work areas. In each cluster there are 10 specific jobs. After each job there are three blank spaces headed by (L), (?), (D). Put a check mark in the blank under one of the choices. You either (L) Like the job, (?) Uncertain about your interest, or (D) Dislike the job. In every case assume you already have the training needed to perform the job.

1. Communication and Media

	(L)	(?)	(D)		(L)	(?)	(D)
Radio & Television Announder	___	___	___	Cameraman	___	___	___
Commercial Artist	___	___	___	Telegraph-Telephone Worker	___	___	___
Copywriter	___	___	___	Reporter	___	___	___
Lithographer	___	___	___	Photographer	___	___	___
Broadcast Technician	___	___	___	Cartoonist	___	___	___

CLUSTER INTEREST SURVEY (continued)

2. Health

	(L)	(?)	(D)		(L)	(?)	(D)
Biologist-Chemist	___	___	___	Pharmacist	___	___	___
Dental Hygienist	___	___	___	Psychiatric Social Worker	___	___	___
Hospital Attendants	___	___	___	Physical Therapist	___	___	___
Licensed Practical Nurse	___	___	___	Registered Professional Nurse	___	___	___
Physician	___	___	___	Veterinarian	___	___	___

3. Marine Science

Aerial & Underwater Photographer	___	___	___	Fisherman-Seaman	___	___	___
Boat Operator	___	___	___	Micro-Biologist	___	___	___
Botanist	___	___	___	Petroleum Engineer	___	___	___
Cartographer-Oceanographer	___	___	___	Salvage Ship Worker	___	___	___
Deep Sea & Scuba Diver	___	___	___	Sonar Equipment Operator	___	___	___

4. Agri-Business and Natural Resources

	(L)	(?)	(D)		(L)	(?)	(D)
Crop & Soil Scientist	___	___	___	Farmer	___	___	___
Gardener-Grounds Keeper	___	___	___	Miner, Metal and Oil	___	___	___
Papermaking Production Worker	___	___	___	Poultryman	___	___	___
Wildlife Preserve Attendants	___	___	___	Nurseryman	___	___	___
Geologist	___	___	___	Lumberjack	___	___	___

CLUSTER INTEREST SURVEY (continued)

5. Hospitality and Recreation

	(L)	(?)	(D)		(L)	(?)	(D)
Zoo Attendant	___	___	___	Hotel Social Director	___	___	___
Athletics-Sports	___	___	___	Marine Attendant	___	___	___
Movie Picture Projectionist	___	___	___	Pilot, small aircraft and boats	___	___	___
Recreation Worker	___	___	___	Hotel & Motel Room Clerk	___	___	___
Travel Agent	___	___	___	Gift & souvenir Shop Operator	___	___	___

6. Transportation

	(L)	(?)	(D)		(L)	(?)	(D)
Airplane Pilot	___	___	___	Air traffic controller	___	___	___
Railroad Conductor	___	___	___	Driving school Instructor	___	___	___
Mechanic: auto, airplane, diesel	___	___	___	Shipping clerk	___	___	___
Drivers: bus, truck, taxi	___	___	___	Motor Vehicle Inspector	___	___	___
Parking Attendant	___	___	___	Merchant Marine Seaman	___	___	___

7. Public Service

	(L)	(?)	(D)		(L)	(?)	(D)
Mailing Service worker	___	___	___	Policeman/ Policewoman	___	___	___
Fireman	___	___	___	Meter reader	___	___	___
Vocational Rehabilitation Counselor	___	___	___	Teacher	___	___	___
Customs Inspector	___	___	___	City planner	___	___	___
Sanitary service worker	___	___	___	Librarian	___	___	___

CLUSTER INTEREST SURVEY (continued)

8. Personal Services

	(L)	(?)	(D)		(L)	(?)	(D)
Barber	___	___	___	Beautician	___	___	___
Health Center Operator	___	___	___	Funeral Director	___	___	___
Porter	___	___	___	Waiter-Waitress	___	___	___
Tailor-Seamstress	___	___	___	Doorman	___	___	___
Airline Steward/ Stewardess	___	___	___	Butler/Maid	___	___	___

9. Fine Arts and Humanities

	(L)	(?)	(D)		(L)	(?)	(D)
Actor-Actress	___	___	___	Director-Producer	___	___	___
Music Composer	___	___	___	Instrumentalist	___	___	___
Artist	___	___	___	Choreographer	___	___	___
Band Leader	___	___	___	Film Editer	___	___	___
Creative Writer	___	___	___	Museum Curator	___	___	___

10. Business and Office

	(L)	(?)	(D)		(L)	(?)	(D)
Bookkeeper	___	___	___	Receptionist	___	___	___
Bank Clerk	___	___	___	Office Manager	___	___	___
Cashier	___	___	___	Accountant	___	___	___
File Clerk	___	___	___	Lawyer	___	___	___
Secretary	___	___	___	Business Machine Operator	___	___	___

11. Environment

	(L)	(?)	(D)		(L)	(?)	(D)
Forester	___	___	___	Soil Conservationist	___	___	___
Horticulturist	___	___	___	Fish & Game Warden	___	___	___
Landscaper	___	___	___	Camp Counselor	___	___	___
Environmental Engineer	___	___	___	Park Ranger	___	___	___
Ecologist	___	___	___	Gardener	___	___	___

CLUSTER INTEREST SURVEY (continued)

12. Manufacturing

	(L)	(?)	(D)		(L)	(?)	(D)
Assembler	___	___	___	Welder	___	___	___
Draftsman	___	___	___	Inspector	___	___	___
Millwright	___	___	___	Machine Operator	___	___	___
Production Foreman	___	___	___	Mechanical Engineer	___	___	___
Machinist	___	___	___	Maintenance Worker	___	___	___

13. Marketing and Distribution

	(L)	(?)	(D)		(L)	(?)	(D)
Retail Sales Clerk	___	___	___	Payroll Clerk	___	___	___
Routeman	___	___	___	Buyer	___	___	___
Display Man	___	___	___	Credit Clerk	___	___	___
Stock Clerk	___	___	___	Salesman	___	___	___
Purchasing Agent	___	___	___	Inventory Clerk	___	___	___

14. Consumer and Homemaking

	(L)	(?)	(D)		(L)	(?)	(D)
Interior Decorating	___	___	___	Fashion Designer	___	___	___
Dietician	___	___	___	Family & Marriage Counselor	___	___	___
Home Economic Teacher	___	___	___	Housekeeper	___	___	___
Consumer & Food Advertiser	___	___	___	Child Care Attendant	___	___	___
Food and Drug Inspector	___	___	___				

15. Construction

	(L)	(?)	(D)		(L)	(?)	(D)
Laborer	___	___	___	Plasterer	___	___	___
Construction Machinery Operator	___	___	___	Roofer	___	___	___
Painter/Paperhanger	___	___	___	Bricklayer	___	___	___
Plumber/Pipefitter	___	___	___	Sheet Metal Worker	___	___	___
Carpenter	___	___	___	Electrician	___	___	___

Options in High School Program

1. Occupational Learning Center Program Script
2. Project PACE - Report of Follow Up Questionnaire

C

OCCUPATIONAL LEARNING CENTER PROGRAM SCRIPT

Thomas begins his day at the Occupational Learning Center checking a folder that contains corrections of the work he submitted the previous day. If he did his assignment well, he will find that he is several credits closer to the number he needs for high school graduation. How quickly he works toward that graduation is largely up to him, but these days Thomas is anxious to make as much progress as possible. He will be eligible for a position with the local division of Chrysler Corporation when he graduates. Since transferring to the OLC, Thomas has spent about 20 hours a week studying subjects in the areas of basic and life skills. Most days, he has a conference with a teacher or counselor, discussing assignments he does not understand or reviewing how he is progressing on his job. Thomas' vocational class in welding at Central Tech and a part time job at a bottling plant are the other major aspects of his experience with OLC. His aspirations are to be a machinist or a welder and he feels that both these experiences have helped him learn to assume responsibility and gain the self-confidence he will need in his career. Once a week, the OLC counselors contact Thomas' employer to discuss his progress as well as any problems that may have developed. Thomas' feelings about how he is doing on the job are an equally important component of the discussion. Thomas feels good about the time he spends at the OLC,-"I just wasn't making

it at the regular high school. Here I can get help when I need it, and I'm making money while getting on-the-job training. Also, I'm using what I learn at the OLC on my job - it all fits together."

The Syracuse City Schools recognized the problem that too many secondary school youth were going unserved. In an attempt to provide an education for every student, the district realized the need for a meaningful optional learning environment. The District's Board of Education and Administration acting under Commissioner Nyquist's willingness to waive Commissioner Regulation where they inhibit the development of a meaningful optional learning environment, facilitated the creation of the Occupational Learning Center Program.

The OLC Program was initiated in 1970 as an alternative secondary program qualifying students for a local high school diploma. It is an individualized program of occupationally oriented instruction, guidance and work experience that prepares its students for the world of work or for further education.

OLC students have experienced difficulties in the regular school program. Almost invariably they are performing at least two or more grade levels below the norm, they have low self-esteem and they exhibited undesired behavior in the regular program. In social and academic matters, they require intensive individual attention.

Students who are experiencing extreme difficulty in the regular high school program are given the opportunity to participate in the OLC Program by their school principal or pupil

personnel staff. Although the student has the option of declining to participate, no student who is referred to the program and who chooses to join it is excluded.

One particularly important part of each student's referral is the initial orientation involving all interested persons. Orientation is a two way process at the Learning Center. It provides the student and his parents with an introduction to the staff, students, routine and procedures of the program while allowing the staff an opportunity to learn more about the student. A full explanation of this program is given to the student. The staff of the OLC Program think it extremely important that the referred student have a clear understanding of the program, how it functions, what requirements must be met for graduation, what he can expect from the staff and what the staff will expect from him. The process also helps create an atmosphere of openness and trust from the very beginning of every student's program.

An in-depth interview with the OLC staff provides information on the student's attitude, aspirations and personal problems. It is at this point that the student is asked to make a decision on entering the program.

Proper and productive instruction can not be provided an individual without a knowledge of his present level of development and achievement. Each student is administered a series of diagnostic tests in communication and computation to determine the student's present level of achievement in the basic skills. Based on these diagnostic tests and the student's goals for the future, the Learning Center staff develops an individualized prescription of instruction for the student. This prescription takes into account the student's learning

style, level of achievement, areas of interest, personal strengths and weaknesses. The materials used for instruction are chosen from a wide range of commercial and staff developed materials.

Each student consults his assignment folder daily. Recorded in it are the results of his previous day's work and the specific assignments he must complete for the current day. Assignments are planned to take two to three hours to complete, and each student's assignments are unique. In the course of a year, a student will use a large variety of curriculum materials. The interdisciplinary teacher or counselor directs a student to those materials that are most likely to assist that student in achieving his objectives.

The main purpose of the OLC Program is to prepare a youth to succeed in the adult world. Therefore, the career skills portion of the student's day is as individually prescribed as his academic studies at the center. It is the responsibility of the counselor to design a program that will take the student from his present status to a point where he is prepared for full time skilled employment, post secondary training or education. To reach this goal is a developmental process requiring the integrated efforts of the entire staff. There are three stages to this development. They are Career and Self Awareness, Career Planning and Skill Attainment. The Learning Center staff uses the recources of the school and the community to help the student complete this portion of his program.

The two basic components of this student's day are instruction in basic and life skills at the Learning Center and community

based career development and preparation. Each student's daily schedule is individually developed by the student and the Learning Center staff. In the Learning Center there is a constant in-flow and out-flow of students during the day as they follow their individual schedules at the center and throughout the community.

John Smith speaking - "My day starts early in the morning. I work at General Electric from 8-12. I do various tasks in the office there. After that I attend a bookkeeping course at the Educational Opportunity Center. I am trying to get as many office skills as I can while I'm in high school. To top my day off, I do my academic work at OLC."

Robert Kelley speaking - "This is my last year in high school and it's a busy one. I work at ARA Vending Machines from 8-12. I am learning how to maintain and service vending machines. I attend the OLC in the afternoon and then work at a service station from 5-9 daily and 9-5 on Sundays."

Joan Readling speaking - "I haven't decided definitely what career choice to make so I'm exploring three different vocations. I completed a child care course at Home Aides of Central New York part of which was working four days a week in a day care center. After this initial exposure, I decided I'd prefer nursing or clerical work. I take an office practice course at Educational Opportunity Center and work at Hutchings Psychiatric Hospital from 8-4 daily doing clinical work. In the afternoon I do my studies at OLC. If I find out I would like to try nursing, I can do that next year at Central Tech."

Since this type of programming requires maximum flexibility, learning center hours are determined by student needs. Therefore, one Center may be open 9 a.m. to 7 p.m. while another Center with different student needs may be open from 8 a.m. to 4:30 p.m.

The OLC Program has a three phase evaluation procedure. The first step is the initial student evaluation. This is undertaken during the student's orientation to the Occupational Learning Center Program. At this stage, the student is evaluated on the basis of his past records, our own diagnostic tests and staff interviews to determine if the Learning Center Program fits the specific needs of the student in question. The Center keeps a complete record of the initial evaluation.

Secondly, evaluation is continuous throughout the year. This evaluation is based on the student's attendance, behavior, academic and occupational progress. Changes in instructional strategies and materials are made when appropriate on the basis of these evaluations. Although this is a daily process in the Learning Center, it is formalized in regular written reports to the student and his parents.

The OLC Program is a competency based program and consequently, diploma requirements are competency based. A student receives his diploma when he has acquired at least the minimum required competencies in the areas of basic, life and career skills. These competencies are clearly outlined to the student and he and his parents are periodically appraised of his progress towards meeting them. Graduation means career preparation so that a student has the necessary skills to

successfully enter the adult world of work or a post secondary institution.

Donna Singleton speaking - "The requirements of the OLC Program are not as easy to meet as some people think. For a regular student to pass they can score anywahere from 75% and up on a paper and 65% and up on a test. Well you don't get away that easily at the OLC. Anything below a 90% is failing; it's just that simple. You do that same paper over and over until you get 90% or better. Some student's work is easier than others but it is not easy for that person. There are different levels. When you first get into the program you take a test to find what level you are working on. And that determines what level your work will begin. Each student knows what he must do to meet requirements for graduation. When he fulfills those requirements, he graduates immediately regardless of the day or month."

The result of this program over its first four years have been encouraging. The average yearly gain per student in reading and mathematics has been two grade levels or better. The majority of students' daily attendance has risen from 35% or less in the regular program to better than 80% in the OLC Program. From carefully written chronological records of each student's behavior prior to and throughout his enrollment in the program, it can be documented that students behavior has improved drastically. However, the

most significant indication of success is the fact that OLC graduates are successfully taking their place in the adult community.

Finally with changing times and student populations, a functional educational program is not static but always in transition. The OLC staff is constantly examining and re-evaluating the program to find better methods of meeting the student population's needs through program modification, curriculum development, research and staff in-service. Staff concern, involvement and capability are extremely important ingredients for a successful Occupational Learning Center Program. Belief that any OLC student can succeed is an essential staff characteristic. It should be pointed out and emphasized that it is this staff commitment focused on providing an environment where each student is encouraged and assisted in developing into an independent and responsible adult that really makes the program work. In these ways, the Syracuse City School District's Occupational Learning Center Program is a unique alternative high school career education program for students with special needs.

PROJECT PACE

REPORT OF FOLLOW-UP QUESTIONNAIRE

The project staff and the evaluation team noted that of the 55 PACE graduates of June 1973, only 19 were enrolled at Onondaga Community College. It was decided that the 36 students who did not enter O.C.C. were a potential source of information that would be useful to the project staff. A follow-up questionnaire was cooperatively designed and mailed from the Institute to names supplied by S.C.S.D. staff. A stamped addressed envelope was enclosed for convenience of the respondent.

The February mailing resulted in 14 completed forms returned. A telephone follow-up was made by Mr. Ed Ward of O.C.C.. This follow-up resulted in an additional seven returns. The summary data presented below is based upon 21 completed and useable forms received by the Institute (60% return rate). The 21 respondents included seven Nottingham graduates in business, seven Corcoran graduates in secretarial science and seven Henninger graduates in secretarial science.

The summary statistics are included in the attached sample questionnaire. The reader is referred to the summary for detailed responses. The remainder of this written report will draw findings and conclusions from the data. We solicit your reactions.

1. The majority (71%) of the respondents (non-O.C.C.-PACE attenders) are working full-time and six are full-time students at other post-secondary schools. Of those working full-time, the majority are working in jobs related to their training field.

2. The four predominant reasons listed for not continuing at O.C.C. were: a) able to get a good job without continuing

b) chose another school/college

c) couldn't afford the expense of college

d) tired of school

3. The respondents generally feel that the PACE program was interesting and better than other options available. No one found it dull and all but one found the course useful. The PACE experience revealed to nearly half of the respondents that they did not need to go to college to get a job.

4. Five indicated that they are planning to continue their education at a later date and two of those are planning to apply to O.C.C.

5. The graduates suggested some changes for PACE that related to their specific area. One-third of the respondents suggested more field trips and college visits - - - nearly the same number responded "no changes". Very few encountered special problems and other opinions or comments drew many one-of-a-kind responses.

6. Overall the respondents were quite positive in their feelings toward PACE. The majority of the reasons given for not continuing at O.C.C.-PACE appear to be reasonable and were conscious choices. The relatively large number that are working rather than going to college supports the objective of S.C.S.D.-PACE of preparing students for either work or school. The 25% that were tired of school and the 25% that coulda't afford college are not to be interpreted as program failures. Generally, the data support the conclusion that the objectives of PACE were essentially achieved as perceived by the respondents.

SUMMARY

PACE STUDENT FOLLOW-UP QUESTIONNAIRE

Mailed -- 36
Returned -- 21 60% response rate

Name _____ Mailing Address _____

1. Please check the PACE program and the high school in which you completed the program.

A. 7 Business Management →	C. 7 Nottingham	E. 7 Corcoran → 14 Sec. Scienc
B. 14 Secretarial Science	D. ___ Central	F. 7 Henninger → 14 Sec. Scienc

2. What are you doing now?

A. ___ Housewife	D. ___ Unemployed	G. ___ Armed Forces
B. 6 Full-time Student (now) 2 will be in spring	E. 15 Working full-time	H. ___ Other (list) _____
C. ___ Part-time Student	F. 2 Working part-time	

If you checked B or C, please name school: Morrisville Ag & Tech, CCBI, R.B.I., Careers Inc., Beauty School, SUC Albany

If you checked E or F, please name job: apparently following their PACE specialty training, several each for sales and clerical jobs, 1 dietary assistant 3-medical assistants, 1 owns trucking business

3. What caused you to decide not to continue with PACE at Onondaga Community College? (if more than one reason, indicate most important reason by #1; next most important reason by #2)

Interpretation
the rank of 1, all rank of 2.
3 ranked item #1

1/1,1/2	Not interested in that field of work, after all
3/1,3/2	Tired of school
5/1,4/2	Able to get a good job without continuing at OCC
0	Needed to work to support family
2/2,1/3	Chose another school/college
0	Family moved away
4/1,2/1	Couldn't afford expense of college
1/3	Influenced by friends
0	Read about other opportunities
2/1,1/2	Other (please list) _____

5. Please check the statement in each group that BEST describes your feelings about your high school PACE program.

Group "A" (Check one in this group)

__4__ It was really outstanding

__8__ It was interesting

__9__ It was better than other courses open to me.

__0__ It was dull

Group "B" (Check one in this group)

__17__ It was useful to me

__1__ It was not useful to me

As a result of this program I found out that I:

Group "C" (Check one in this group)

___ Didn't think I learned enough

__1__ Didn't want that occupational field

__9__ Didn't need to go to College to get a job

__2__ Required more training than PACE at OCC would give me

__2__ I could get the training in other ways that were less expensive and faster

__5__ Other (please list)"interested in business; didn't think they could meet OCC requirements; would like to continue college later"

6. Are you planning to seek further education at a later date?

__5__ Yes __14__ No If so, When? 1-1976, 2-1975, 2-???? Where? 2-OCC, 1-Airlines School

7. If you had an opportunity, what changes would you make in the PACE program from which you graduated? Please list.

6-no changes; 7-more visits and field trips; single responses of add courses (accounting, secretarial English and receptionist training; more homework; better teacher/student understanding; find students jobs)

8. Are there any special problems you encountered in the course of the PACE program?

14-No!! Single responses such as too easy; teachers threatened to throw students out of class, students were immature

9. Please add other opinions or comments that you may have about the PACE program.

7 did not respond; single responses of teachers were great, PACE and courses good, not enough specialized work in English, expand program, block scheduling good

Community Programs for Work Experience

1. Upstate Occupational Information Program
2. Sair Aviation Occupational Information Program
3. IBM Career Orientation Program
4. Transportation Club Occupational Information Program
5. Career Scene (bimonthly newsletter describing Volunteer Program)

D

UPSTATE OCCUPATIONAL INFORMATION PROGRAM

PURPOSE

Upstate Medical Center and the Syracuse City School District's Guided Occupational Orientation Program offer students a realistic work orientation and information program within a medical-industrial complex. The program was initiated during the 1970-71 school year as a pilot program focusing on students identified as potential drop-outs. It was found these students benefitted from the specially tailored program by gaining vocational skills and developing areas of career interest. The program has been broadened in succeeding years to accommodate a larger student population.

GOALS

There is a recognized need in our schools for increased student awareness of various career opportunities and for concrete experience through which career interests and planning can be encouraged. Student involvement in a program of career exploration in a medical-industrial complex, such as Upstate, is a meaningful way of exposing students to realistic work possibilities which may help them in their own career choice.

OBJECTIVES

The Upstate Occupational Information Program has the following objectives:

1. To determine aptitude, interest, and potential abilities through systematic and supervised sampling in a variety of occupations.
2. To stimulate interest in preparing for career work and the need to develop work habits and attitudes necessary for career training.
3. To help each student have a better self concept and to make assessment of his aptitudes for career planning.
4. To develop vocational alternatives for school programming including work-study.
5. To provide learning experiences that will help students make educational decisions in line with what is best for them.
6. To make initial assessments for the student's work readiness.

PROCEDURE

The Upstate Program will include 9th grade students from the nine junior high schools, students from the four high schools and Central Tech's Occupational Division. Each school will send six students for a one week period; the students will spend the entire school day at the hospital. The students will be responsible for bringing their lunch and for making up all classwork missed while participating in the program. Selection of students will rest with the Occupational Resource Specialist and Guidance Counselor in the participating school, based on teacher and administrator recommendations. Transportation will be arranged by the school district.

The general emphasis of the program is on actual experiences within a work setting. Through exposure to the various departments of the hospital, the students can evaluate their interests, aptitudes, and abilities to perform jobs found at Upstate. In certain situations the students will have the opportunity to assist employees in their jobs. Other settings may require that the student observe rather than assist the employees. In all instances; however, the students will receive complete explanations from employees on all facets of the job. Each day the students will be placed in different job settings so they can explore many occupational skill areas during their stay.

Counseling will be provided by Upstate and the Syracuse City School District. A group meeting will be held by the Upstate counselor daily to discuss students' experiences and to supply the students with information concerning job qualifications, etc. Close liaison with the school guidance counselor will be maintained by Upstate. Reports will be furnished to the school, by the Upstate counselor, concerning the students' participation in the program.

EVALUATION

The program will be evaluated by -

1. Totaling number of students who enter program
2. Totaling number of students who complete program
3. Oral and written feedback from Upstate personnel, students, and school district employees.

The following is a list of departments open for placement in the Upstate Program:

Admissions
BioElectronics
Business Office
Carpentry
Central Sterile
Central Stores
Cleft-Palate Clinic (Thursday only)
Clinical Pathology
Data Processing
Day Care
Drafting
Duplicating
* Emergency Room
Engineering
Escort Services
* Information Desk
* Inhalation Therapy
Maintenance
Loading Docks
Medical Illustration
* Medical Records
Nursing Floors (2)
* Occupational Therapy
Painting
* Pediatrics
Pharmacy
Photography
* Physical Therapy
Plumbing
Security
Volunteer
X-Ray

*Depending on availability

SAIR AVIATION OCCUPATIONAL INFORMATION PROGRAM

Purpose

The Sair Aviation Occupational Information Program is being initiated through the cooperation of Mr. Mick Henson, flight school director at Sair Aviation, and the Occupational Resource Specialists of the Syracuse City School District. The purpose for this program as identified by the Guided Occupational Orientation Program, is to give students exposure to the types of careers offered by the aviation industry, and in particular, the training needed to become a pilot. The following goals and objectives are to be accomplished by means of this program.

Goals

There is a definite need in our schools for increased student awareness and experiences through which career planning can be encouraged. Student involvement in a program of career exploration in the field of aviation is a meaningful way of exposing students to realistic work possibilities which may help them in their own career choice.

Objectives

The Sair Aviation Occupational Information Program has the following objectives.

1. To provide students in grades 9-12 with the opportunity to explore jobs within a particular area.
2. To acquaint students with the goals, purposes and working philosophy of the aviation industry.
3. To allow students to take part in a simulated pilot training session, and to participate in an active flight.
4. To increase job alternatives available to students within a specific area (Transportation).
5. To show students the connection between skills learned in school and the skills necessary to work in the aviation industry.

Procedures

Beginning in October 1973, approximately 10-20 students from each junior and senior high school will be identified, by teachers and counselors, as having expressed interest in the aviation industry. These students will spend a 2 hour block of time (see attached schedule) participating in a simulated pilot training session, inspecting airplanes and learning of the various jobs in the aviation industry. Of these 10-20 students, three will be selected to go on an actual flight. The selection will be made by the student's home school through an essay contest on the subject, Aviation's Effect on Society Today . Transportation to Sair Aviation will be arranged by the Syracuse City School District.

Evaluation

1. The total number of students participating.
2. Verbal feedback from students and other participants.
3. Student questionnaires.

Guided Occupational Orientation Program
IBM Career Orientation Program
Status. On-going Project

Purpose

The IBM Career Orientation Program is moving into its second year (1973-74) through the cooperation of the Nottingham staff of the Guided Occupational Orientation Program and Mr. Robert Morrison and Mr. John Bartolo of IBM.

The purpose of the program is to give senior high school students an exposure to the business community and allied areas outside of the school walls (community service, personal money management, public facilities, etc.). This would assist students in the development of an awareness that learning is a continual thing and that the social mores of the school environment are not necessarily universal. Also, it is hoped that students will realize the importance of personal career and social planning.

GOALS

There is a need in our schools for increased understanding of the business community and its responsibilities one must meet in order to become a member of that community. IBM has recognized this need. They believe that students will increase their post-school opportunities to a large degree if they are originally admitted to that community on an equal basis.

Objectives

The program planned by the Syracuse School District and IBM for the school year 1973-74 would have the following objectives:

a. To expose students in the 10th and 11th grades to the business community and the Syracuse community at large.
b. To acquaint students with the make-up of a free enterprise business concern.
c. To provide oral communication between students and business and community leaders.
d. To provide, if possible, summer employment for participants in the group.
e. To allow students to observe (and possible to participate) the many and varied job areas at IBM.
f. To increase the cognizance of career alternatives on the part of the students.

Procedures

Approximately 20 students from each high school will be identified through their guidance counselors and the occupational resource specialist for participation in the program. The program will be run on a six (6) week block basis for one afternoon per week. One block will run in the Fall and one in the Spring.

Evaluation

A. Number of students participating
B. Verbal feedback from students and IBM staff
C. Student questionnaire.

Funding

IBM will provide all program and transportation monies.

Robert T. Brown
Occupational Resource Specialist

Occupational Information Program
Transportation Club and Syracuse City School District
Status: Pilot Program

Purpose:

The Transportation Club of Syracuse has expresses a desire to contribute their knowledge of the transportation field in order to provide students with a realistic understanding of the variety of job opportunities within this area. The membership in the Transportation Club represent all types of industries including railroads, trucking firms and airline companies. The Transportation Club would like to make students aware of the vast number and variety of jobs in transportation, and provide realistic knowledge of job qualifications and expectations. In keeping with our goal of increasing the students awareness of the world of work through first hand exposure to various occupational areas, we readily accepted their offer.

Goals:

Considering the recognized need in our schools for more accurate and relevant occupational information, we feel that through personal contact with various individuals having varying job responsibilities in different industries within the transportation field, the students will have the opportunity to increase their knowledge and understanding of the occupations offered within this area. Secondly, the students will be able to learn the means of obtaining a desired job objective. Members of the Transportation Club come from various levels of management and operations, and will be able to provide realistic information which will include their own personal experiences.

Objectives:

The program planned by the Transportation Club and the Syracuse City School District will have the following objectives:

a. The students will gain an understanding of the broad employment possibilities offered in transportation.

b. The student will gain knowledge regarding the general job qualifications and employer expectations in this area.

c. The students will have an understanding of specific realistic job functions involved in careers in transportation.

d. The students will, after a general orientation to the entire field, explore those specific job areas in which he expresses an interest with a representative from the transportation industry who is employed in this area.

e. The students will gain an understanding of the entry-level jobs available and the long range career possibilities.

Procedures:

In October, 1972, approximately 20-25 Henninger senior students will be identified through their guidance counselors as having expressed an interest in the transportation industry. Representatives from the Transportation Club will come into the school and meet them for 1 or 2 class periods for the purpose of providing a general orientation in the transportation industry to career opportunities. This session will include both an informational lecture, and a general question and answer discussion.

At the close of this session, the students will be asked to indicate their interests in order of preference in the various jobs areas within the transportation industry. A second session will be held at which representatives of the various job areas selected by the students will meet in small, informal groups with the interested students. Based on the feedback of all participants the program will be evaluated, revised, and perhaps expanded before it is run a second time. It is hoped that we will be able to run this program several times throughout the year with all senior high schools participating.

Evaluation:

a. The total number of students participating
b. Verbal feedba-k from students and other participants

The Career Scene

Syracuse School District

Vol. III No. 5
May - June 1971

VOLUNTEER THIS SUMMER

YOU CAN TOUCH A LIFE AND MAKE IT BETTER

The Volunteer Center of Syracuse is offering junior and senior high school students opportunities for summer volunteer placements! For just a couple of hours each week you can be a volunteer at a community agency that needs your help. It's a chance to explore a career field, to help people, and to grow. Just call the Volunteer Center and we'll get you started. If you complete a minimum amount of service, you may be eligible for school credit.

We need volunteers for:

Day Care Centers
Hospitals
Museums
Consumers Rights
Animal Shelters
Swim Programs
Typing
Drama & Dance
Health Clinics
TV & Radio
Handicapped children
Nursing Homes
Recreation Programs
Receptionists

VOLUNTEER CENTER 103 E. WATER STREET - GRIDLEY BLDG. (ON CLINTON SQUARE) SYRACUSE, N.Y.

PLEASE CALL 474-7011 FOR MORE INFORMATION

Careers in Perspective: An Employability Orientation Program for High School Students

1. Outline Employability Orientation - Experimental program - utilized two years
2. Careers in Perspective - Finalized program that will be offered school year 1974-75

E

OUTLINE

EMPLOYABILITY ORIENTATION

1ST SESSION - ORIENTATION

A. Purpose of this mini-course

1. Need for more sophisticated job seeking skills.
2. Greater choice of jobs necessitates more knowledge, thought, and decision-making techniques.
3. More jobs require longer and more complex training programs with pre-requisite such as math, blueprint reading, etc.

B. Objectives of this mini-course are:

1. Enable students to know how, where, and when to look for a job: what jobs are available.
2. Expose students to the demands and expectations of employers and co-workers.
3. Serve as a place where seniors can get information, testing, etc. that he needs before making a decision of his post-graduate needs.
4. Emphasize the need for personal assessment.

C. How we plan to meet these objectives:

1. Outline the program

a. Mechanics of applyingfor a job
b. Interview
c. Job information and mechanics of seeking employment
d. Pay check, fringe benefits, labor standards, legal rights
e. Essentials to holding a job
f. Group counseling, evaluation, and discussion

D. Explanation of packet of materials:

Materials that should be included in packet for this session:

1. The High School Senior's Choice - School or Job? (N.Y.S.E.S.)
2. Facing Facts About Choosing Your Life's Work (Prudential Insurance Co. of America)
3. Facing Facts About Career Opportunities for the High School Graduate (Prudential Insurance Co. of America)

Interests, Aptitudes, Abilities and Skills (World of Work)
Career Education (World of Work)
Work (World of Work)

2ND SESSION - MECHANICS OF APPLYING FOR A JOB

A. Completion of application

B. Resume

C. Discussion of correctness and judgment in completing application

Materials to be used:

Guide to Preparing a Resume (N.Y.S.E.S.)
Getting a Job (tapes - Ed. Resources)

What you need to know to fill out an application form
Words you must learn

Job Seeking Skills (World of Work)
Blank application forms

3RD SESSION - INTERVIEW

I. Explain that the job interview is an artificially contrived situation formed on the assumption that in a controlled environment distinction between people can be made. The purposes are varied:

A. The Interviewer:

1. Will review, in more detail, the job application and resume.
2. Will assess the applicant's personal appearance and punctuality.
3. Will attempt to discover what the applicant knows about the place (area) of employment in question.
4. Will try to find out something about the attitudes of the applicant toward work and others.
5. Will explain the types of jobs available, benefits, pay, etc.

B. The Applicant:

1. Will find out from the interviewer what the job in question is really like.
2. Will have a chance to state what his interests and aptitudes are.
3. Will be able to show the interviewer how much (or how little) he knows about the company or place of employment.

C. In short, the applicant is selling himself to the interviewer. The interviewer is thinking of buying the applicant's services. The interviewer is a very wary consumer and the applicant must be a persuasive salesman.

II Role Playing

Directions:

Have the students cut out some want ads from the paper. Distribute these ads, one to each three students involved. Allow the students a day or two to prepare for the interview. Before the actual Role Playing, let them know what they are being scored on:

1. Appearance
2. Directness in responses
3. Eye contact with interviewer
4. Educational background
5. Attitude (willingness to work)
6. Posture (standing & seated)
7. Work experience

3rd Session - continued

Students in the Role Playing situation should be allowed to fictitiously mold their qualifications to suit the job in question. The teacher (or someone from outside the class) could serve as the interviewer. The interviewer, and all students in the class, will have a scoring instrument and rate each applicant.

The interviewer and class members could then compare their responses.

*Optional Resources for 3rd Session:

(*Owned by the school district's Guided Occupational Orientation Program)

BOOKS

Getting & Holding a Job: Frank E. Richards, Phoenix, N.Y.

I Want a Job: Frank E. Richards, Phoenix, N.Y.

What Employers Want: S.R.A., Chicago, Ill.

SOUND FILMSTRIPS

Getting & Keeping Your First Job: Guidance Associates, Pleasantville, N.Y.

Your Job Interview: Guidance Associates, Pleasantville, N.Y.

16MM FILMS

Jobs & Interviews: Getting Started: McGraw-Hill Films

SCORE SHEET

The Job Interview

5 - excellent
4 - very good
3 - good
2 - fair
1 - poor

Perfect Score = 35

	Applicant #1	#2	#3
1. Appearance			
2. Responses (directness, tone of voice, clarity			
3. Eye contact with interviewer			
4. Educational Background			
5. Attitude (willingness to work			
6. Posture (standing & seated			
7. Work Experience			
Totals			

Comments

4TH SESSION - JOB INFORMATION & MECHANICS OF SEEKING EMPLOYMENT

I. Mechanics of Seeking Employment

A. Self assessment of interests, needs, attitudes, basic skills, aptitudes, knowledge, and experience.

II. Obtaining Job Information

A. New York State Employment Service
B. Private Agencies
C. Federal, State, County, and City Civil Service Offices
D. Field Trips
E. Media: Newspapers, TV
F. Guidance Counselors
G. Occupational Library
H. Job Fairs
I. Personal and Casual Contacts
J. Canvassing Employers

III. Help in Relating to Openings Available

A. State Employment Service: Guidance, Counseling, Testing and Vocational Planning
B. School Guidance Department
C. Vocational Teachers

5TH SESSION - PAYCHECK, FRINGE BENEFITS, LABOR STANDARDS, LEGAL RIGHTS

I. Employee Rights (Government Legislated)

A. Explanation of their purpose and importance in protecting worker

B. 1. Unemployment Insurance
2. Disability Insurance
3. Compensation
4. Social Security
5. Minimum Wage, Overtime Pay, Labor Law
6. Equal Opportunity

Note: This could be handled through a chart and hand-outs from appropriate governmental agency and put in packet.

II. Fringe Benefit (Provided by Employer)

A. Explanation of their purpose and importance in contributing to employee's welfare and security

B. 1. Medical, Hospital, Dental Insurance
2. Retirement
3. Life Insurance
4. Profit Sharing
5. Credit Union
6. Paid Holidays
7. Paid Vacations
8. Sick Pay

Note: Perhaps sample employee handbooks could be used for a brief discussion or chart developed for packet.

III. Job Security

A. Lay off
B. Seniority
C. Grievance
D. Termination

IV. Paycheck

A. Types of wages
1. hourly
2. salary
3. piece wages
4. commission

B. Payroll Deductions
1. Federal Income Tax
2. State Disability Insurance
3. Social Security (F.I.C.A.)
4. New York State Income Tax
5. Union Dues
6. Garnishees
7. Fringe Benefits

Note: Perhaps teacher could go over and explain in general terms I, II, and III, and point out the information provided in the hand-outs. The main emphasis and time in this session would be used in going over a representative paycheck, starting with gross pay, working through to net pay.

6TH SESSION - ESSENTIALS TO HOLDING A JOB

I. Discussion of attitudes in general

II. Discussion of attitudes that apply to any job

III. Employer's expectations

IV. How to handle problems on a job

V. Dealing with co-workers

Materials to be used:

1. World of Work Tapes - Ed. Resources

   New on the Job
   Dealing with Supervision
   The Rules of the Game

2. You, Your Supervisor and Co-Workers (World of Work)
3. How To Get and Hold the Right Job (N.Y.S.E.S.)
4. Why Young People Fail to Get and Hold Jobs (N.Y.S.E.S.)

CAREERS IN PERSPECTIVE

PURPOSE

The Guided Occupational Orientation Program of the Syracuse City School District serves students, parents, teachers, counselors, and administrators by integrating career education into the students' educational experiences. At the junior high level, through the use of career education materials, field trips, and speakers, students are exposed to knowledge of the world of work and how it affects their futures. At the senior high, the major emphasis presently is one of preparing students to enter the world of work when he or she is ready by giving them the necessary knowledge and skills to enter the employment field. This is accomplished by gearing students' learning experiences to the preparation for economic independence, personal fulfillment, social responsibility, self-awareness, and an appreciation of the dignity of work.

SCOPE

The Guided Occupational Orientation Program's senior high segment, "Careers in Perspective: An Employability Orientation Program for High School Students" uses social studies as its vehicle for such a program. By developing options for schools, either (A) quarter courses (10 week courses) offered to any student (B) parts of senior social studies electives (C) or through courses offered to sophomores it is felt that students interested will have the opportunity to develop the mentioned skills and acquire knowledge to prepare them for employment.

Six units have been developed to accomplish this:

1. Job Informational Sources
2. Mechanics of Getting a Job
3. Wages, Deductions, and Fringe Benefits
4. Labor Standards and Legal Rights
5. Successful Job Performance: Attitudes and Responsibilities
6. Obtaining Future Counseling

TEACHER INVOLVEMENT

It is hoped that by the efforts of the Occupational Resource Specialists a growing number of teachers will become more involved at the high school level and adopt not only the "Careers" program but utilize the ORS to the degree that each subject area has career education integrated into the regular curriculum.

FORMAT

Each high school has at least one person who has been involved in developing the high school program and he or she will offer assistance in developing the career education program.

The "Careers in Perspective" program takes the following form: each unit is accompanied by a variety of approaches to instruction, i.e., individualized instruction, group or whole class activities. The intent is to provide alternatives for the teacher to meet the learning needs of individuals, encourage circulation of materials, and develop new materials that are vital to students.

OVERALL OBJECTIVES

Listed below are general objectives of the program (each unit's objectives are listed separately under the rationale found later in this program description). At the end of the course the student will:

1. be able to list a step by step process for locating and selecting a job.
2. be able to fill out an application and interview for a job which is satisfactory to any given interviewer representing a community business.
3. be exposed to the demands and expectations of employers and co-workers and be able to list at least ten, deciding whether he or she can meet any or all of them.
4. be able to identify at least one job that may be partially meaningful to him or her, based on self-fulfilling benefits and monetary benefits.

TEACHING TECHNIQUES

Each unit will use a variety of teaching techniques:

1. Video Tapes of resource people from the community who will be able to provide realistic employment information.
2. Audio Tapes of a variety of topics, dealing with obtaining and holding satisfactory employment.
3. Resource Materials from community, government, and business organizations, e.g., New York State Employment Service.
4. Instructional Materials developed by writing team.
5. Field Trips for realistic employment opportunities and other situations.

The above information and materials are found in kits (mobile footlockers) located in each of the four high schools.

In addition to the involved teachers, further assistance will be obtained from two Occupational Resource Specialists (ORS) assigned to the schools, and the school's counseling staff.

UNIT RATIONALES AND OBJECTIVES

UNIT: JOB INFORMATIONAL SOURCES

Rationale: To carry student through exercise of skills useful in job selection and self-evaluation necessary in the researching of available employment.

Objectives: The student shall be able to:

Why Work - Differentiate between the motivations in U. S. society for work

Where To Find Work - Develop skills to locate available jobs. Recognize the various sources of job information in Syracuse. Discriminate in order to select those jobs suitable to their needs, capabilities, and interests.

Self-Evaluation and Life Career Choice - Investigate the demands of life-careers and compare these demands with the student's abilities and present skills. Demonstrate the on-going process of assessing personal skills and revising career goals.

UNIT: MECHANICS OF GETTING A JOB

Rationale: By studying this unit the student should realize:

that there are certain basic tools he/she will need if he/she is to be successful in getting a job, and also gain some insight into why certain people are more successful than others.

that living and working cooperatively with others is important to group survival; and thus gain some insight into the value of cooperation as a way of acting.

that individuals benefit by the achievements of others.

Objectives:

1. To develop interviewing skills
2. To emphasize importances of appearance, vocabulary, and attitude during an interview
3. To expose students to writing application letters, resumes, and application forms.

UNIT: WAGES, DEDUCTIONS, AND FRINGE BENEFITS

Rationale: To have the student recognize the difference between gross and net earnings; the deductions---optional and non-optional---that account for the difference; and t. investigate the wide variety of fringe benefits associated with jobs and careers.

Objectives: The student shall be able to:

Demonstrate the ability to identify wage deductions and their purpose.

Evaluate the effect of fringe benefits on income and job satisfaction.

UNIT: LABOR STANDARDS AND LEGAL RIGHTS

Rationale: Students should be familiar with labor standards and legal rights involved in seeking, securing and successfully retaining employment. Students should understand that various agencies of local, state, and Federal governments have established these standards and rights for their benefit and are responsible for their enforcement.

Objectives:

A student should be able to comprehend the vocabulary used in discussing legal standards and legal rights.

A student should be able to recognize the major labor laws that may affect them as employees.

A student should be able to recognize his rights as an employee and the responsibilities of the employer.

A student should be able to identify the agencies where they may receive help if they believe the rights which the government has legislated for their protection have been violated.

UNIT: SUCCESSFUL JOB PERFORMANCE: ATTITUDES AND RESPONSIBILITIES

Rationale:

Since it is generally accepted by most people in our society that work is an integral part of our lives, the selection of and preparation for one's livelihood has traditionally been the role of the school.

Certainly it is important for educators to expose students to the kinds of jobs available and the means by which they can obtain them, but it is becoming increasingly evident that we must also prepare them to find success and some degree of satisfaction in their chosen occupations.

In order to do this, it is important for us to enable individuals to realistically assess themselves in terms of the values, attitudes, skills and abilities which they will bring to the job market. Additionally, it is critical that they be exposed to the demands and expectations of employers and co-workers, as well as to specific kinds of work-related problems which may arise.

Therefore, the thrust of this unit will be on the importance, not only of finding a job, but of holding on to it.

Objectives: (The specific objectives of each section are listed)

Self-Assessment: Understanding Values and Attitudes

1. Awareness of one's own values, especially in relation to the way they may influence their job performance.
2. Understanding of the relationship between attitudes and manner and accomplishment in the working world.
3. Awareness of the kinds of attitudes exhibited by themselves and others.
4. Sensitivity to the behavior exhibited by people with positive attitudes.
5. Understanding of the reasons why people work.

Employer and Employee Expectations

1. Awareness of the fact that a job must provide mutual benefit for employer and employee.
2. Sensitivity to those characteristics and qualities which employers seek in prospective candidates.
3. Sensitivity to the requirements and expectations of employers and co-workers when on the job.

UNIT: SUCCESSFUL JOB PERFORMANCE: ATTITUDES AND RESPONSIBILITIES

Objectives - continued

Dealing With Co-Workers

1. Understanding of the role of a job as an avenue for evolving comfortable relationships with other people.
2. Awareness of the extent to which one must conform to the demands of his fellows in order to survive among them.
3. Sensitivity to the traces of "problem people" characteristics within themselves.

How To Deal With Specific Problem Situations On The Job

1. Awareness of several typical problem situations in world of work.
2. Knowledge of correct, as well as incorrect, approaches to solutions for these situations.

Job Satisfaction

1. To promote self assessment prior to the work experience, in an effort to prevent possible dissatisfaction.
2. Awareness of the qualities of jobs which foster pride and satisfaction.
3. Awareness of the circumstances - causes and results of common worker discontent.

Promotion Potential

1. Awareness of promotion potential criteria used by most companies in selecting candidates for higher level positions.
2. To recognize attitudes and personal qualities that produce both positive and negative results in the job market place.

UNIT: OBTAINING FUTURE COUNSELING

Rationale: Students need information concerning career counseling services in the Syracuse area; especially when they have postponed making a career decision until graduation.

Objectives:

To supply each student with a list of career counseling services available in the community.

To supplement the career counseling a student receives in high school.

STRUCTURE OF KIT

The kit (mobile footlocker) located at each of the four (4) academic high schools and at the Occupational Division High School is designed with six (6) units that follow in sequence. Listed below are the units and a brief description of the material that is included in each unit. Much of the information was found in our local community.

UNIT ONE (1) Job Information:

Includes various reprintable articles about occupational information, video tapes of an individual from New York State Employment Service, Directory of Programs for the secondary schools, various cassette tapes about job information, a video tape explanation of the United States, New York State, and Onondaga County Civil Service.

UNIT TWO (2) Mechanics of Getting a Job:

Pre and post test for unit; New York State Employment Service materials, e.g., "Job Seeking Methods Used By Unemployed Workers"; cassette tapes, "Getting a Job" series; application forms; video tapes on filling out applications and interviewing.

UNIT THREE (3) Wages, Deductions, Fringe Benefits:

Includes pamphlets from public agencies, e.g., "Social Security Information for Young Families", "Insurance - What It's All About", video tape about unemployment insurance, cassette tapes about pay checks.

UNIT FOUR (4) Labor Standards and Legal Rights:

Includes fact sheets on various laws for hiring minors, transparencies, cassette tape, publications, e.g., "How New York State Labor Laws Protect You", video tape which would enable one to detect discrimination.

UNIT FIVE (5) Successful Job Performance: Attitudes and Responsibilities:

Includes transparencies of job attitudes, video tapes of community representation outlining expectations, cassette tape role playing situations.

UNIT SIX (6) Obtaining Future Counseling:

Includes information especially designed to help students obtain counseling after they have completed their education.

General Secondary Materials

1. Sample Resource List
2. Cluster Descriptions
3. School-Work-Alternate Program (S.W.A.P.)

F

The following list has been provided by Mr Charles L. Anderson, Education Director of the Urban League. These speakers would like the opportunity to talk to interested students. Please utilize the Occupational Resource Specialists to make contacts.

---

1. Mr. Val Archer, U. S. Civil Service Commission
2. Mrs. Mary Werts, U. S. Civil Service Commission

New York Telephone Company

1. Barbara Sak, Group Chief Operators Traffic Dept.
2. Ann Williams

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3. Tony James, Installer Repairman
4. Norman Hill, Public Telephone Group

Contact: Mr. George C. Coates 422-2742

Agway

1. Miss Eileen Dewey, Recruiter, Interviewer
2. Mr. Roland Young, Data Control Supervisor
3. Mr. Kevin Phillips, Trainee

Accounting Firm of Peat, Marwick, Mitchell
Mr. Charles Carry, Accountant

Dwight Peebles Marketing Analyst Bristol Lab.

Emanuel Henderson, Director of Building Industry
Minority Employment Program

Allied Chemical Corporation

Mr. Harry T. King, Employee Relations Dept.

Mr. Bobbie Stevens, Building Trades Council

Allied Chemicals

1. Mr. Willie Banks, General Foreman of Maintenance Crafts Group
2. Mr. Joe Paul, Foreman: Production Workers

Delmonte Foods Company

Mr. Thomas E. Blunt: Advertising, Marketing & Merchandising Account Representative for Delmonte Foods.

Peter A. Kearney, CTRS, USN
U. S. Navy Recruiting Station
321 Erie Blvd.

- -

Ivan Powell, Graphic Artist, Photographer

Herb Williams, Director, Folk Art Gallery

- -

Charles Anderson, Urban League Education Division
College Instructor T.V. / Radio Major / Education
Specialist Host

- -

Mrs. Marguerite Peebles, Social Worker, Pioneer Homes
Day Care Center

- -

Bristol Laboratories:

1. Earl L. Robinson, Accountant
2. William Thimpson, Chemist

- -

James Rainey, Engineer, Carrier Corporation

- -

Melvin Stith, M.P.A. (Public Administration)
Candidate at Syracuse University

- -

Kenneth Jackson, Syracuse Savings Bank

- -

Raymond Baird, AFL-CIO

- -

New Process Gear

1. Mrs. Daisy Sherrill, Technical Training Administrator
2. Mr. Herbert Thompson, Skill Trades Foreman
3. Marion Erwin, Scheduling Supervisor
4. Peter Tucker, Methods & Standard Engineer

- -

General Electric

1. Robert Warr, Manager of Advanced Liability Studios
of Electronics Laboratories
2. James Brown, Supervisor, Employee Relations in the
Imaging Devices Operators

- -

Urban League:

Earl Fraser Economic Development and Employment Director
Bill Parker Housing Director
Bert Aldanny, Director of Enrichment of Community Health
Charles Anderson Education Director
Joyce Tabb On the Job Training Project
Mr. Andrew Willis Executive Director Urban League of
Onondaga County

GUIDED OCCUPATIONAL ORIENTATION PROGRAM

Please check the two areas below which most interest you. Put 2 check marks for the area of most interest, and 1 check for the second area.

_____ 1. Environment Cluster - people work toward the goal of conserving and improving our environmental resources; the air, water, and soil, and maintaining a natural balance among our plant and wildlife. Foresters, fish and game wardens, environmental scientists, landscape architects, soil testers and sewage treatment technicians all work in environment.

_____ 2. Business and office Cluster - takes in all types of clerical jobs in various job settings. Some examples of job titles in this area include a computer operator in an insurance company and a receptionist in an office.

_____ 3. Communication and Media Cluster - deal with giving information or providing the means for other people to communicate with each other. Newspaper reporters, printers, broadcasters, and magazine photographers are all jobs in this cluster.

_____ 4. Construction Job Cluster - people working in this cluster are concerned with building physical structures such as skyscrapers, houses, bridges, and roads.

_____ 5. Fine Arts and Humanities Cluster - the major activity of people is the expression of ideas, whether through art, music or the written word. Some examples of workers in the cluster are artists, poets, musicians, writers, dancers and actors.

_____ 6. Manufacturing Cluster - involves taking raw materials and shaping and forming them into saleable products. Assemblers, welders, machine operators and production foremen are some examples of jobs in this cluster.

_____ 7. Transportation cluster - chiefly involves the moving of people and products from one place to another. Drivers (bus, truck or taxi), railway conductors, air traffic controllers, airplane, auto and diesel mechanics, airline pilots, shipping clerks, and rate clerks are all jobs of this cluster.

_____ 8. Agribusiness and Natural Resources Cluster - people work to utilize our natural resources and produce raw materials. Examples of workers in this area are farmers, metal and oil miners, gardeners and groundskeepers.

_____ 9. Marine Science Cluster - focuses on the study and preservation of marine life.

_____ 10. Marketing and Distribution Cluster - this job cluster deals with the sale and distribution of goods. Individuals in this area would include sales managers, retail sales clerks, and stock clerks.

_____ 11. Personal Service Cluster - the major activity of workers in this cluster is the performance of jobs to fill other people's personal needs Barbers, cosmetologists waitresses, airline stewardesses, funeral directors, doormen, bellmen, and dry cleaning workers are all included in this cluster

_____ 12. Consumer and Homemaking Cluster - is aimed at providing information and services regarding the everyday aspects of life such as purchasing products, decorating homes, and nutrition. Home economists, dieticians, interior decorators, fashion designers, and child care attendants all belong to this job cluster.

_____ 13. Hospitality and Recreation Cluster - major goal of workers in this cluster is to provide leisure time facilities for other people and to direct programs of recreational activities. Individuals in this area would include hotel and motel managers camp counselors, ski instructors, athletes travel agents, zoo attendants, and hotel room clerks

_____ 14. Public Service Cluster - people in this cluster, as employees of the government, work to dispense, administer, and carry out governmental programs and service. Among the many workers in this area are internal revenue agents, employment counselors, members of the armed services researchers, judges, labor dispute mediators firemen, policemen, social workers, teachers, refuse collectors, and postal workers.

_____ 15. Health Services Cluster - jobs in health services share the common goal of giving and improving health care. Among the workers in this cluster are nurses, pharmacists x-ray technicians, and health aides.

CITY SCHOOL DISTRICT
SYRACUSE, NEW YORK

PURPOSE OF THE S.W.A.P. PROGRAM

The purpose of the School-Work-Alternate Program is to encourage young students to stay in school until high school graduation, and at the same time, develop those attitudes, habits and saleable skills that will make them both responsible and productive student employees. S.W.A.P. and its operation extends very much beyond the confines of the school building. The program is designed as an educational service for pupils who respond well to a curriculum combining school and work. The program is not one which emphasizes making money but one which emphasizes work experiences to help them understand responsibility, the value of social skills, personality, and education skills necessary for further life work.

THE PROGRAM

1. Students selected into the S.W.A.P. Program will attend academic classes in the morning and proceed to their work centers in the afternoon.

2. A special schedule will be worked out for each student in the program; it will include the common core courses - Mathematics, English, Social Studies, and Science. The schedule of each student will be structured so that it includes all necessary subjects to advance into the next grade providing he meets the requirements of the school.

3. Each student participating in the work study project will take a course dealing with personal and on-the-job adjustment entitled: "Personal and Vocational Adjustment", (Title given to S.W.A.P. classes.) The course will meet on a weekly basis.

4. Students in this program are responsible to the S.W.A.P. counselor and to:

    a. The principal of the school involved.
    b. Individual teachers with whom school subjects will be taken.
    c. The superivisor assigned while undergoing work experiences. in the community.
    d. Counselor responsible for the students program.
    e. And to the overall administrator of the program.

5. Students will work within the confines of the New York State Labor Laws.

6. Students will be paid a stipend of $1.60 per hour.

THE AFTERNOON WORK-EXPERIENCE STATION

The station will be in a healthful enviornment in which the students can experience good work habits and develop attitudes which will help to make them more successful as future employees.

10 to 15 hours per week is maximum (approximately 2 to 3 hours per day) and 7½ hours per week is minimum (approximately 1½ hours per day).

An experienced supervisor, appointed by the employer, who possesses the necessary personality and skills, will assume guidance of the student while at the work station. Team work will be emphasized on the part of both the school and employer.